DOCUMENT RESUME

ED 139 098 95 EA 009 511

AUTHOR Severance, Melvin J., III
TITLE Education Vouchers Study & Planning Project. Phase I. Interim Report.
INSTITUTION New Hampshire Supervisory Union 41, Brookline.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Aug 75
GRANT NIE-G-75-0002
NOTE 198p.; For related documents, see EA 009 512-514

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS *Community Characteristics; Educational Alternatives; *Educational Finance; *Education Vouchers; Elementary Secondary Education; *Experimental Programs; *Program Descriptions; *Program Development; School Community Relationship
IDENTIFIERS New Hampshire

ABSTRACT

This report describes existing conditions in five New Hampshire school districts as of August 1975. This description is intended to provide a data base for later analysis of an experimental program intended to plan, implement, and evaluate an educational voucher system in the communities of Allenstown, Candia, Deerfield, Hollis, and Hooksett. Section 1 presents a community and educational profile for each district, based on a review of census data. Section 2 describes all existing educational alternatives in each district. Section 3 presents plans for establishing a community information program to inform district residents about the voucher program. Section 4 describes the design for a preliminary community survey of parents in the study districts. Section 5 discusses mechanisms for ensuring that every student will have a choice of at least two schools under the voucher program. Section 6 evaluates present transportation systems and policies in the study districts. Section 7 discusses the research design for the voucher program, and section 8 identifies possible undesirable effects of the voucher program. (JG)

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EDUCATION VOUCHERS

STUDY & PLANNING PROJECT

GRANT NUMBER
NIE-G-75-0002

PHASE I INTERIM REPORT

PREPARED BY THE LOCAL
PROJECT STAFF

17 NORTH STREET
MANCHESTER, NH 03104
(603) 669-6800

AUGUST, 1975

Melvin J. Severance III
MELVIN J. SEVERANCE III
PROJECT DIRECTOR

EA 009 511

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INTRODUCTION

The design for the local Education Vouchers Study and Planning activity has been constructed to provide a data base for a system of discrepancy analysis by the communities of Allenstown, Candia, Deerfield, Hollis, and Hooksett. This report provides the WHAT IS answers to questions regarding the educational systems in the five districts as well as information on those districts contiguous. The Phase II report will provide a look at the question of what ought to be.

The WHAT IS questions were grouped into eight general areas of concern. These eight areas are as follows:

1) Community Profile
2) Educational Alternatives
3) Community Information Program
4) Community Survey
5) Definition of Choice
6) Evaluation of Transportation
7) Research Outline
8) Undesirable Effects

The above areas were addressed by the project staff and, where applicable, by local boards, consultants, school administrators, and teachers. The findings and results of these studies are the subject of this report.

The project staff, on behalf of the five school boards in the study and planning sites, have:

1. Constructed a community and education profile for the district based on a review of census data showing the current number of school age children, the total number of students who would be eligible to receive vouchers, and current distribution of students by school, grade, and residence.

Estimates have been made of the projected total districts' population growth for the next five years and projected school enrollments of the public schools in the districts.

2. Identified and provided descriptive format for all educational alternatives presently in existence within each of the five districts and in all districts contiguous to the demonstration site. The staff is exploring the willingness of these alternatives to receive students seeking transfers under the voucher program.

3. Established a community information program which is to include meetings with major interest groups, representatives of the news media and interested individuals. Participants will receive background information on vouchers with specific emphasis on the model proposed by the study and become familiarized with the activities proposed in this grant.

4. Designed a community survey instrument to assess the level of parent understanding of the voucher system and to estimate the changes that might occur during the operation of such a system. Specifically, information would be gathered concerning: (1) understanding of the voucher concept, (2) satisfaction with present district schools, (3) the percentage of parents who would

use the voucher to transfer their child to another school, (4) if possible, the type and names of schools to which they would seek transfer, and (5) general community expectations for the demonstration. Survey results will be used to project changes in school enrollment patterns, to estimate the programmatic and financial effects on the District, and to estimate any other effects of concern to the Board.

5. Developed the mechanisms for guaranteeing that every student has a choice between at least two schools approved by the State Board of Education. The Board will define the kind of choice to be offered the student--giving consideration to factors of tuition, admissions criteria, and transportation. Working with the State Department of Education, the Board will approve the criteria by which a student would be determined as having a choice of educational programs. A process will be developed for the resolution of complaints or appeals from this determination for the Phase II report.

6. Evaluated the present transportation system and relevant district policies to determine the cost and capacity of that system. On the basis of the estimated transfer rate, the staff will project the additional transportation costs and requirements under a voucher system. The project staff will explore the possibility of expanding the present system to include inter-district transportation for five districts and those districts contiguous to the five in the Phase II tasks. The process for determining incremental costs chargeable to the NIE will be defined, and an estimate of increased costs for the National Institute of Education will also be provided in the Phase II report.

7. Identified the particular research interests of the Board, stated them as objectives in the local project evaluation, and specified the required data. The staff will work with all participants to develop evaluations conducive to the educational programs offered and will explore mechanisms for joint data collection for local, state, and federal officials. All research data collected by the staff during this grant will be available to the NIE and its contractors to facilitate initial federal evaluation and reporting.

8. Identified probable effects of the test and determined which, if any, of these effects might be undesirable for the district. The Boards would jointly develop procedures to correct those effects for the Phase II report.

Each section of this report has been formated so as to provide the reader with the best possible understanding of its content. Where applicable, the sections have been divided into four major parts: purpose, procedure, results, and conclusions.

Once again it is the purpose of this report to provide the reader a description of WHAT IS! in the study/planning communities. As the systems are designed in Phase II, the conceptualized picture or organizational structure and personnel expectations will be made clear. The systems development will reveal the WHAT OUGHT TO BE! then, with the help of teachers, administrators, and board members alike, discussions will take place providing a sound developmental process generating the systems needed to design a viable model for presentation to the community.

Based on the content of Phase I, Phase II, and any interim reports, the community members, in each of the five districts, will be asked to vote at their annual school district meeting on the question of whether or not to implement a voucher demonstration.

PLAN OF ACTION CHART

PHASE I

The plan of action chart has been included in this report to provide the reader with a capsulized view of the total tasks, individuals responsible, time per task estimates, and task outcomes. It is felt that this chart will add to the meaning of the data contained in this report as well as provide congruence of concept, tasks, and outcomes in the total project.

It was designed as a road map for the project staff's use in determining the allocation of resources (manpower and funds) in the accomplishment of specified tasks. It has also provided a yardstick in measuring project staff accomplishments, as viewed by the State Board of Education and the local boards of education.

(SEE ATTACHMENT A)

(6/10/75)

* Task to be done
✗ Task Completed

PLAN OF ACTION - PHASE I

EDUCATION VOUCHERS STUDY/PLANNING PROJECT

TASKS TO BE ACCOMPLISHED	INDIV. RESP.	RESULTS	F.	M.	A.	M.	J.	J.	A.	S.	O.	N.	D.	J.	F.
			1975											1976	
Administration															
1. Select Office Location	Project Dir.	Task Completed	✗												
2. Rent Equipment			*	✗											
3. Hire Secretary				✗											
4. Hire Secretary/Bookkeeper				✗											
5. Purchase Supplies			✗												
6. Set-up Bookkeeping			✗												
7. Place ads for Asst. Director			*	—	✗										
8. Review Applications for Asst. Director				*	✗										
9. Layout Project Task					✗										
10. Interview Potential Asst. Directors					✗										
11. Select 1st Asst. Director					✗										
12. Meet with NIE - Project Officer					✗		on going								
13. Meet with State Dept.					✗		on going								
14. Meet with Center for the Study of Public Policy					✗		on going								
15. Meet with Executive Board					✗		on going								
16. Prepare Federal and Local Reports					✗		as needed								
Data Collection															
1.0. Construct Community Profile	Bob Fay				*	—	—	*							
1.1. Collect Student Census Data		Data in-house			✗										
1.1.1. Current Number of School-age Children					✗										
1.1.2. Total Number of Students Eligible to Receive Vouchers					*										
1.1.3. Current Distribution of Students by - School, Grade, and Residence					✗										
1.2. Review Local Census Data	Ex. Board Bob Fay	Board in-put			*										
1.3. Summarize Data	Bob Fay	Report			*										

(6/10/75)

PLAN OF ACTION - PHASE I

* Task to be done
✓ Task completed

EDUCATION VOUCHERS STUDY/PLANNING PROJECT

TASKS TO BE ACCOMPLISHED	INDIV. RESP.	RESULTS	1975											1976		
			F.	M.	A.	M.	J.	J.	A.	S.	O.	N.	D.	J.	F.	M
1.4. Format and Document Findings	Consultant	Interim Document					*									
Projections in each District for the next Five-Years (1.5. - 1.8.)																
1.5. Conduct Demographic Study of District Population	Consultant	Report					*	—	*							
1.6. Conduct Demographic Study of District School Enrollment	Consultant Conslt. Dir.	Report					*	—	*							
1.7. Design & Clear Collection Instrum. for Facility Anal		Instrument					*	—	*							
1.7.1 Conduct an Analysis of Public and Private School Facility Capacities	Bob Fay	Report					*	—	*							
1.8. Design & Clear Collec. Instrumts. for Progming.Capa	Consultant	Instrument					*	—	*							
1.8.1 Conduct an Analysis of Public and Private School Programmatic Capacities	Bob Fay	Report					*	—	*							
2.0. Educational Alternatives																
2.1. Define Educational Alternatives	Ex. Board Barb Rousseau	Definition Documented					*	—	*							
2.2. Identify Educational Alternatives by Definition	Barb Rousseau	List Documented					*	—	*							
2.3. Design Format for Alternative Description	Consultant	Instrument on-board					*	—	*							
2.4. Clear Format with Executive Board	Barb Rousseau	Clearance					*	—	*							
2.5. Clear Format with NIE	Barb Rousseau	Clearance					*	—	*							
2.6. Mail Forms to all Schools within the Five Districts and Contiguous Districts		Mailing Complete							*							
2.7. Based on Return, Remail Non-Respondents	Barb Rousseau	Mailing Complete							*							
2.8. Review Results	Barb Rousseau	Program Description File						*	*							

(ATTACHMENT A)

(6/10/75)

* Task to be done
/ Task completed

PLAN OF ACTION- PHASE 1

EDUCATION VOUCHERS STUDY/PLANNING PROJECT

TASKS TO BE ACCOMPLISHED	INDIV. RESP.	RESULTS	1975 F.	M.	A.	M.	J.	J.	A.	S.	O.	N.	D.	1976 J.	F.
2.9. Package Results	Barb Rousseau Consultants	Alter. Package Complete													
3.0. Community Information Program									*						
3.1. Design Community Information Documents	Consultant	Documents				*									
3.1.1. Verify Design	Consultant	Verified Documents				*									
3.2. Clear Information with Executive Board	Barb Rousseau	Clearance				*									
3.3. Mail Copies to NIE and State Dept.	Barb Rousseau	State & NIE Informed				*									
3.4. Disseminate Community Information	Barb Rousseau	Meetings Complete				*	—	*							
3.4.1. Meet with School Boards	Mel Severance					*									
3.4.2. Meet with School Administrators	Barb Rousseau Mel Severance					*	—	*							
3.4.3. Meet with Teachers	Barb Rousseau Mel Severance							*							
3.4.3. Mail to Parents	Barb Rousseau	Mailing Completed						*							
3.4.5. Mail to Students	Barb Rousseau	"						*							
3.4.6. Set Community Information Meetings	Barb Rousseau	Meeting Complete					*	*							
3.4.7. Attend Meetings	Barb Rousseau	"					*	*							
3.4.8. Prepare and Release Items of Interest to News Media	Barb Rousseau	Releases Complete				*	—	—	*						
4.0. Community Survey															
4.1. Document Questions to be Asked	Proj. Dir. Bob Fay	Question Document				*	*								
4.1.1. School Boards	Ex. Board	Question Document				*	*								

(ATTACHMENT A)

(6/10/75)

* Task to be done
* Task completed

PLAN OF ACTION - PHASE I

EDUCATION VOUCHERS STUDY/PLANNING PROJECT

TASKS TO BE ACCOMPLISHED	INDIV. RESP.	RESULTS	1975											1976		
			F.	M.	A.	M.	J.	J.	A.	S.	O.	N.	D.	J.	F.	M
4.1.2. Project Office	Proj. Dir. Proj. Staff	Feed-back Documented					*									
4.2. Establish Specifications for Survey	Project Dir. Bob Fay	Spec.'s Estimate					*									
(contract w/consultant to do 4.2.1. - 4.2.6.	Project Dir.	Consultant					*									
4.2.1. Design Instruments	Consultant	Construct & Design						*								
(Clear instruments w/NIE & Exc. Board)	Proj. Dir.	Clearance							*							
4.2.2. Verify Design	Consultant	Design Verified							*							
4.2.3. Test Instruments	Consultant	Instruments Tested							*							
4.2.4. Conduct Survey	Consultant	Survey Completed									*					
4.2.5. Format Data	Consultant	Data Formated									*					
4.2.6. Final Report	Consultant	Report									*					
4.3. Design Assessment Instrument for Attitudes and Expectations of the Voucher Project, Teachers & Admin.	Project Dir.	Instrument Designed						*								
(Clear Instrument)	Project Dir.	Clearance						*—	*							
4.3.1. Mail Survey to Teachers and Administrators	Project Dir. Consultant	Mailed								*						
4.3.2. Pick up Survey	Project Staff	Pick-up								*						
4.3.3. Compile and Analyze Data	Project Staff Consultant	Data Analyze								*—	*					
4.3.4. Document Data	Consultant	Report									*					
5.0. Definition of Choice																
5.1. Define what "Choice" will mean	Proj. Dir. Ex. Board Consult. Barb Rousseau	Definition				*										
5.2. Document Definition	Proj. Dir.	Document					*									
5.3. Develop Process for Review, to Verify that Every Student has a Choice	Proj. Staff Consultant	Process Developed					*									

(ATTACHMENT A)

* Task to be done
/ Task completed

PLAN OF ACTION - PHASE I

EDUCATION VOUCHERS STUDY/PLANNING PROJECT

			1975											1976		
TASKS TO BE ACCOMPLISHED	INDIV. RESP.	RESULTS	F.	M.	A.	M.	J.	J.	A.	S.	O.	N.	D.	J.	F.	M.
6.0. Evaluation of Transportation																
6.1. Collect Cost and Capacity Data of Present System	Bob Fay	Data Collected	*	—	—	*										
6.1.1. Analyze Data	Consultant	Analysis Complete					*									
6.1.2. Report Data	Consultant	Report					*									
6.2. Project any Additional Cost Based or Transfer Rate	Consultant Project Staff	Report					*	*								
6.3. Explore Expansion on Present System	Consultant Project Staff	Report						*								
6.3.1. Inter-District	Project Staff	Report						*								
6.4. Define the Process for Determining Incremental Cost Chargeable to NIE	Project Staff Consultant	Process Defined						*	*							
6.4.1. Document Process	Project Staff Consultant	Process Documented						*	*							
6.4.2. Estimate Cost Using the Process	Consultant	Cost Est.							*							
7.0. Research	Bob Fay Mel Severance															
7.1. Identify Local Research Interest	Ex. Board Proj. Staff	Research Interest Documented	*	—	—	—	—	—	*							
7.1.1. Format in Terms of Objectives	Proj. Staff Consultant	Format Object					*	—	*							
7.1.2. Establish Evaluative Criterion	Consultant	Criterion					*	*								
7.1.3. Establish Assessment Process	Consultant	Process Established						*	*							
7.1.4. Document Results	Consultant Project Staff	Report Review							*							
7.2. Review Research Inter-Relationships	Exec. Board State Dept.	Complete				*	—	—	*							

(6/10/75)

* Task to be done
/ Task completed

PLAN OF ACTION - PHASE I

EDUCATION VOUCHERS STUDY/PLANNING PROJECT

			1975											1976		
TASKS TO BE ACCOMPLISHED	INDIV. RESP.	RESULTS	F.	M.	A.	M.	J.	J.	A.	S.	O.	N.	D.	J.	F.	M
7.2.1. Document State Government Design	Proj. Staff	Design on-board					*									
7.2.2. Document Federal Government Design	Proj. Staff	Design on-board					*									
7.2.3. Document Local Government Design	Proj. Staff Consultant	Design on-board					*	—	*							
8.0. Undesirable Effects of Test	Mel Severance Consultants	Effects Identified				*	—	*								
8.1. Identify Undesirable Effects of Test	"	"				*	—	*								
8.2. Document the Effects	Proj. Staff Consultant	Effects Reported						*								
8.3. Develop a System to Deal with the Effects	Proj. Staff Consultant	System Designed						*	*							
8.4. Document the System	Project Staff Consultant	System Documented							*							

(ATTACHMENT A)

SECTION I

COMMUNITY PROFILES

COMMUNITY PROFILE

INTRODUCTION

When a study such as the voucher study gets underway, it is essential to know the "facts and figures" of each community. These "facts and figures" are called a "community profile." The sources of these "facts and figures" are many, varied and sometimes contradictory. Data sheets have been compiled for each of the voucher communities giving general statistical characteristics with their source. (See Attachments B1-B5).

For the purpose of this study, the community characteristics which are pertinent to education (grades 1-12) become more important than the others.

Purpose of Profile:

The purpose of a detailed profile study is to investigate the specific characteristics which are relevant to the proposed voucher demonstration. Such a list of characteristics is:

1. The number of school-age children living in the community.
2. The number at each age level.
3. The schools which these children presently attend.
4. The present financial structure.

Description of Characteristics:

1. How many children live in the community? This seemingly simple question is not easy to answer accurately. It is most important, however, because each child age 6-18 will be eligible

to receive a voucher and the district and/or federal government must supply a certain amount of money for that voucher. This count includes the children going to school, the children who attend non-public schools either sectarian or non-sectarian and the children with special needs, i.e., handicapped.

To determine how reliable a count of children each community has, a study of available data past and present was made. This is detailed in the Study of School Age Population where a summary data sheet on each town appears along with the procedure, results, and conclusions drawn.

2. What are their ages? A knowledge of the age levels of school children is important to determine whether a "bulge" occurs at any particular grade level. For instance, statewide there is a "bulge" in school enrollments that is now at the junior high school level. Is this true in our concerned towns or not? Perhaps there is a local "bulge" at some other level that needs consideration. The answers will make a difference in long-range planning. For these reasons, a five-year comparison of census reports for the five towns was made and the results appear in Attachments C1 - C5. These results indicate that each town must use its specific information to relate its own condition to other characteristics, as no general trend is apparent. For instance, in the age group 0-1, or births during the year; Allenstown more than doubled in five years; Deerfield and Candia remained about the same, and Hollis and Hooksett decreased. However, comparing the census information with information obtained from an independent source, the Bureau of Vital Statistics, we see that although the same trends exist, the variation in numbers reported, again raises doubt as to the validity of the school census.

It also appears there is no major "bulge" in any of the towns, and the 0-5 age group is low enough so the entering children are not going to cause over-crowding problems, unless a large in-migration occurs.

3. How many go to what schools at present? Information on children who attend public schools is available from several sources in several different ways, as shown in the summary data sheet of the Study of School Age Population. Information on children who attend non-public schools is available only through the annual school census report. If this report is inaccurate or incomplete, then the information derived from this report is inaccurate; and yet it is the only information collected.

4. How is local education presently financed? A look at the budget reports for the "voucher" districts will show that the major portion of the annual budget comes from local sources, and the school's portion of the local property tax rate is by far the largest. In fact, all five districts have a higher percentage of local support than the State average which is 71%. Specific information on each town is shown in Attachment D.

For the children who attend non-public schools other than for special needs, the educational costs are borne completely by the parents, who also pay their share of public education with the property tax.

The equalized valuations per pupil for these towns indicate that all are below the average value, and all but one are below the median value for the State.

Prospects for tax relief through industrial growth are not particularly exciting, although population projections from the 1969 Anderson-Nichols study indicate that all towns except Allenstown would nearly double in population from 1970 to 1980. As far as State support is concerned, only two of these five towns receive foundation aid: and the amounts received from other State sources are as shown. In general, State sources supply about 6% of the total.

5. What is the future of the community? Some idea of what the future of any community may be can be obtained from a demographic projection of that community. Particularly relevant for a voucher demonstration are projections of population and student enrollment. (See Attachments E1-5).

Summary

In consideration of the conclusions, the data available, and the needs of the project, objectives have been defined. The four objectives are as follows:

1. Identify accurately the number of children in the 0-18 age group, if they attend school, where and if they do attend school, why. Included in this number would be pre-school and handicapped children to 21 years.

2. Identify accurately the number of children in the 0-18 age group - (21 years for handicapped) resident in a school district for whom the school district is paying, or is responsible for paying, at least a part of the cost of their education and under what authority this money is paid.

3. Identify accurately the number of children in the 0-18 age group resident in a school district who are presently eligible to receive education at public expense and under what authority.

4. Identify how existing statutes for state aid programs would apply to the number of eligible children in a school district where the voucher demonstration was implemented.

The above objectives are to be addressed in Phase II in order that local data can be verified and cost projections can be made more accurately.

A discrepancy analysis has been performed on each objective. In the following pages, you will see the WHAT IS and the WHAT OUGHT TO BE comparison, with the supporting State statutes where applicable.

Objective 1

Identify accurately, the number of children in the 0-18 age group, if they attend school, where; and if they do not attend school, why. Included in this number would be pre-school and handicapped children to 21 years.

WHAT IS

*School districts are required by statute to report annually to the State Board of Education an enumeration of all children in the district. (See RSA 189:28)

*School districts are required to report on a State furnished form the number of handicapped children in the district. (See RSA 186-A:4)

*Completed school census reports, generated by "agents appointed by the school board" are not consistent with other school reports on children and are in general no longer considered to be reliable. The required information is asked for by the form, but the methods of collection and completeness of information collected is questioned.

*Reports on handicapped children at the State level do not identify residence of pupils.

WHAT OUGHT TO BE

*Standardized methods of census taking in all school districts, with training being given enumerators and evaluation of enumerators taken.

*Handicapped census to be consolidated with regular school census.

*School census reports at local level compared with past census reports and other pupil accounting reports for consistency.

Objective 2

Identify accurately the number of children in the 0-18 age group - (21 years for handicapped) resident in a school district for whom the school district is paying, or is responsible for paying, at least a part of the cost of their education and under what authority is this money paid.

WHAT IS

(a) *School districts assume financial responsibility for all resident children attending public schools in the district.

(b) *School districts pay tuition for resident children attending public schools in another district.

(c) *School districts assume financial responsibility (to State Average Tuition) for special education pupils attending an approved school or program, when they are notified of such cases.

Authority: (a) RSA 189-1-a Duty to Provide Education
(b) RSA 194:27 Tuition
RSA 194:22 Contracts with Schools
(c) RSA 186-A:6 Education Required
RSA 186-A:7 Establishment of Programs
RSA 186-A:8 Tuition of Handicapped Children

WHAT OUGHT TO BE

*School districts, from an accurate and reliable census report, could account for and encumber necessary funds for education of all eligible resident children.

*School districts could account for all special education programs required and whether they were being accomplished for all needy students.

Objective 3

Identify accurately the number of children in the 0-18 age group resident in a school district who are presently eligible to receive education at public expense and under what authority.

WHAT IS

*The number of eligible resident pupils for the various types of education at public expense in each district is not known accurately.

*The kinds of resident pupils who are eligible to receive education at public expense by existing statutes are:

Every child between 6 and 16 years of age. (See RSA 193:1)

Every person between 16-18 years who cannot read and speak English understandingly. (See RSA 193:9 & 10)

Children who live in a "home for children." (See RSA 193:18-b)

Every handicapped child capable of being benefited by instruction. (See RSA 186-A:6)

WHAT OUGHT TO BE

*Census information on handicapped reliable enough to follow up on a handicapped child's education even though it is not reported from some program.

*The school district can account for all children eligible for education and make suitable plans.

Objective 4

Identify how existing statutes for state aid programs would apply to the number of eligible children in a school district where the voucher demonstration was implemented.

WHAT IS

*Statute for State Aid RSA 194:23-d

District must have an approved school (E or S) to be eligible. Must also, if has only approved high school, appropriate sufficient funds for tuition of pupils wishing to attend comprehensive high school.

*State Aid for Handicapped Children (See RSA 186-A:11)

*Types of State Aid Programs & Requirements:

a) Foundation Aid (See RSA 198:10, 198:10-b & 189:1-a)

b) School Building Aid (See RSA 198:15)

c) Cooperative School District Aid (See RSA 198:18)

d) Area School Aid (See RSA 198:19)

e) Non-Public School Closings (See RSA 198:20)

f) Tuition for Foster Children (See RSA 198:23-26)

WHAT OUGHT TO BE

Changes to existing statutes are not being recommended at this time.

STUDY OF SCHOOL AGE POPULATION BY DISTRICT

Procedure

In order that a clear picture of the present school age population in each of the voucher districts is obtained, three current local reports, submitted annually to the State Department of Education, have been reviewed and analyzed. These reports are entitled:

(1) School Census Report Form A16

(2) General Fall Report Form A12A

(3) General Statistical Report Form A3

A one-page summary report was developed for each district, (Attachments F1-5) in which three comparisons were made of similar data from different reports.

The first comparision was a five-year analysis of census reports to show steady trends and/or abrupt shifts in reporting. Abrupt shifts can be caused by: (1) truly abrupt changes in the school population for valid reasons or (2) errors in the figures because of inefficient collection or reporting methods.

Completing this comparison for the five towns does in fact show inconsistencies which are generally laid to inadequate information collection at the time of the census taking. It also reveals that this information when collected solidly and completely is of great value and in some cases is the "sole source" of information vital to any voucher program.

The second comparison takes similar values from different reports to assess the validity of the individual values. Within this comparison, values are grouped to indicate:

1. Resident pupils eligible to receive vouchers.
2. Pupil loading in district schools.

Of these values, the Average Daily Membership (ADM) in residence is considered to be the most reliable. The value of the ADM is taken from a document not listed above, but generated at the state level from information received from the local districts through the General Statistical Report and the Tuition Reports Forms A13E and A13S. This document is called the "Determination of Resident Pupil Membership" and is verified by each local superintendent before the final ADM report is published.

The final comparison is of tuition information taken from the "General Fall Report" and the "Determination of Resident Pupil Membership." The information from the Fall Report indicates how many children are being tuitioned to other districts, nonpublic schools, public academies, etc., and the amount of tuition liability. The information on the "Determination of Resident Pupil Membership" form is derived from tuition report Forms A13E and A13S submitted by local districts and is an established, after-the-fact figure.

Five-Year Census Data Comparison

When sets of figures over a period of time are viewed as a whole, reasons for differences in values and inconsistencies become apparent. In each district there are individual differences and inconsistencies that are peculiar to the district. However, in each district certain similar inconsistencies arose frequently enough to allow certain generalizations to be made. These generalizations are:

a. Reliability of and confidence in census data is low. Actual comparisons bear this out, with census figures for public schools being lower than ADM figures.

b. Incidence of pupils in private schools both within and without the district was higher than expected by local officials. However, these figures are the only ones available to show the number of students in private schools; and since, in general, census figures tend to be low, perhaps the number of students in private schools is greater than realized.

c. As a result of (a) and (b) it is concluded that local districts should be particularly concerned with the school census-taking procedure to be accomplished in late summer. It is imperative that the results to be generated be as complete and accurate as possible. Census data is the ONLY way to determine the number of children presently in private schools for whom (pending implementation) the National Institute of Education will pay the voucher value!

Comparison of 1973-74 School Reported Data

Using the characteristics listed to determine the number of children eligible for vouchers, we see that columns five through 10 of the School District Summary Data Report (Attachments F1-5) include all categories of school age children in attendance at some school. Also the type of school is noted as well as its location within or outside the district.

The ADM in residence figure represents all resident children in public school plus children in approved special education schools for which tuition has been approved by the local board. The census total, columns five and six, indicates the number of children in public school within and outside the district. Since the census figure is generally less than the ADM, we must assume that the difference is composed of special education children. However, this is not usually verified by the tuition reports as shown in the comparison of tuition information. Here again, we repeat the fact that census data is incomplete; therefore, the count reflects less numbers of students than there are in actuality. In addition, it points to another group of children who are insufficiently accounted for by district of residence--the handicapped.

Comparison of Tuition Information

The comparison of "Unreported State Registration," "Fall Enrollment," and "ADM in Attendance" to determine the districts' present public school loading seems to be consistent and valid. It substantiates the trend that fall enrollment figures are lower than the average figures for enrollment.

Generally stated, local districts either do not know the information or are not particular about completing Part B of the General Fall Report entitled: "Tuition Pupils (District Liability)." If districts tuition high school students, the students should be reported in this part. The major result of this comparison shows lack of the recording of the number of high school students going outside the district.

Conclusions

1. Census data from local districts is generally not as reliable as school generated data primarily because of the variety of methods used to obtain the information and lack of control by both the enumerator and the district.

2. The only available recorded information on children attending private schools is from the annual school census report.

3. The ADM in residence is the most valid figure to use as an indicator of the number of resident pupils attending approved public or special schools.

4. Information on pupils tuitioned to other districts or programs is less reliable than information about pupils attending schools within the districts.

GENERAL POPULATION AND STUDENT PROJECTIONS

Purpose:

Population and student enrollment projections are extremely important for the studying and planning of a voucher demonstration. Enrollment projections are needed for educational planning, i.e. facilities, staff, and programs. If a voucher demonstration is accepted by the communities, it is necessary to anticipate the number of eligible voucher recipients in each of the five districts. Population projections augment and substantiate the enrollment projections.

Although an analysis of facility and program capabilities was originally included in the plan of action as a part of this sub-section, information received from the School Descriptive Statement, a form designed to detail present school alternatives, has been delayed. This analysis will be included in the Phase II report.

Procedure:

Enrollments

The enrollment projection procedure used was the cohort-survival method as described in the "Enrollment Forecasting Handbook," published by the New England School Development Council (NESDEC). Resident live birth information was obtained from the Bureau of Vital Statistics in Concord. Enrollment information was obtained from the General Fall Report - Form A12A as reported to the State Department of Education by the local districts.

After computing the Birth Survival Rates and Grade Survival Rates for each town, analysis was performed to determine consistency or lack thereof. Where inconsistencies occurred, modifications were made. These modifications are detailed below.

In Allenstown, the parochial elementary school, St. John the Baptist, closed in June, 1974. Those pupils greatly increased the enrollments for September, 1974, causing an abrupt shift in rates. Since these children are now in the public school system and eligible for vouchers, enrollments were adjusted to provide a more realistic average survival rate with which to project future enrollments. This was done by adding the percentage of resident children enrolled in St. John the Baptist to the public school enrollment for the years used. The percentage of residency was determined by the following formula:

$$\%\ \text{Residency} = \frac{\text{No. of children in parochial school within district from School Census Report (A16)}}{\text{Total Fall enrollment for St. John the Baptist}}$$

The percentage using 4 years of raw data was = 68.86%.

Hollis, on the other hand, presented a different problem. Since 1969, Hollis has accepted the junior high and high school students of the town of Brookline as tuition students. Therefore, the enrollment projections, using past fall enrollment figures, would include an influx of students at grade 7. This results in a noticeable change in grade survival rates from grades 6 to 7. Although this change is valid for school administrators planning for facilities, staff, and program, this projection for the town of Hollis could not be used to determine future voucher eligibility. Therefore, Brookline students in grades 7 through 12 have been removed from the enrollments and an adjusted projection determined for Hollis.

For all towns except Hollis, the high school students are tuitioned to other districts thereby necessitating further adjustments if the student projections are to have validity for the determination of voucher eligibility. This adjustment requires the addition of grades 9 through 12 enrollments to each town's projections.

One way to determine this number, by town, would be to count the number of children reported by grade on the tuition report forms A12E and A12S. Another method is to use the Determination of Resident Pupil Membership forms, the information on which is derived from the above tuition reports. However, the pupil information on the Resident Pupil Membership form is an Average Daily Membership, rather than membership on a particular day (Sept. 20). To adjust for this data, the following relationship is commonly used:

$$\frac{\text{ADM}}{.94} = \text{Fall enrollment (membership on Sept. 20).}$$

This was the method used for our computations to determine resident high school enrollment projections for each school district. To substantiate this empirical figure, the tuition reports on Brookline students attending Hollis were analyzed and the figure verified.

Further, since the ADM on the "Determination of Resident Pupil Membership" forms was total for grades 9-12, it was necessary to allocate a portion to each grade level. Taking known enrollments per grade, it was determined that, in general, 30% are in 9th grade, 25% in 10th, 24% in 11th and 21% in 12th. These values were used to pro-rate the estimated fall enrollments into grade levels.

Population

To obtain an estimated population projection, it was determined that a simple extrapolation method by geometric progression using actual figures from the past 10-15 years to provide an annual growth rate would be sufficient for use at this time. Consequently, all population information on the five towns was collected since the 1960 census and growth rates were determined. From the variety of rates determined for differing intervals of time, a "most reasonable" value was chosen for the period 1975-80 and the annual population estimates computed.

Results:

Enrollments

The results of applying the cohort-survival procedure to the past enrollments by grade of any town is a table of values showing projected enrollments by grade for the next five years. Instead of reproducing these tables for this report, it was decided to present these projections graphically. Therefore, graphs have been constructed for each town, showing what has happened in the past (actual information) and what is projected for the next five years. (See attachments E1 through E5). Not only is total enrollment shown, but also births, first grade enrollment, and total population. Since the vertical scale (no. of persons) varies greatly, the graphs are not to scale on that axis, but only show relative rates of increase or decrease. To establish a realization of the "relativeness" - the slope, or rate is shown individually for each line. Each graph is divided into two parts, actual and projected, the lines changing from solid to dotted. Where a line was established from the actual amounts and linearly extrapolated graphically, the projected values computed independently are also shown. This is done specifically in the case of the total population projections. All of the actual data from which these graphs were constructed will be on file in the local voucher project office for review or further investigation whenever requested.

Conclusions:

Comparison of the graphs of the five concerned districts confirms what has been indicated in other sections of this report--each of the districts has its own individual characteristics. One general comment can be made concerning all graphs. The "births" and "1st grade enrollments" were always done with the same vertical scale so that they can be compared with one another. The relative distance between these two lines then is a measure of the in-migration that has occurred in the town. For example, Allenstown seems to have the lowest in-migration, at least of those families already having children. By the same token, Candia's in-migration would seem to override the slowly declining birth rate, up to the present anyway. In general, the following statements could summarize the population and enrollment forecast for each district.

Allenstown - Is experiencing a steady increase in population which began in 1968 and at present shows no sign of decreasing.

Candia - Although the total population shows a slow but steady increase, the birth rate is declining which will level off school enrollment in the next five years.

Deerfield - Is a steadily growing district with a slowly increasing birth rate and a net in-migration that will increase the population and school enrollment faster than the normal growth.

Hollis - This town experienced rapid growth in the sixties as shown by the rising birth rate. In 1967-68, however, this trend was reversed so that it has the fastest decreasing birth rate of any of the districts. The results of this can be seen in the delayed actual and projected drops in enrollment. In-migration is causing the overall increase in population, but the school-age population seems to be decreasing.

Hooksett - The most confusing of the graphs to interpret. Although there is a steadily increasing birth rate, first grade enrollments began to decline sharply in 1971 indicating an out-migration. The total population increase tends to contradict this assumption, however. Of all the towns, the projected enrollments of Hooksett would appear to be the hardest to predict.

FINANCIAL COMPARISON OF SCHOOL DISTRICTS

	Allenstown	Candia	Deerfield	Hooksett	Hollis	State Values
Total Appropriation						
75-76	$ 794,332.00	$ 608,000.00	$ 412,165.20	$ 1,740,921.69	$ 1,529,387.09	
74-75	708,425.97	567,619.00	361,047.23	1,558,971.00	1,358,705.19	
73-74	627,203.65	487,911.00	314,718.50	1,392,689.47	1,235,258.25	
Tax Rates Per $1000 Assessed Valuation						
Property Tax '74	$ 53.00	$ 68.00	$ 20.00	$ 41.80	$ 36.00	
School Portion '74	35.90	59.50	15.10	31.20	31.40	
Property Tax '73	54.70	67.30	22.80	39.80	39.00	
School Portion '73	45.50	54.50	17.40	31.20	34.50	
District Assessment						
75-76	$ 559,954.69	$ 495,583.10	$ 384,055.12	$ 1,671,279.18	$ 1,208,459.09	
74-75	481,729.06	444,453.88	330,353.63	1,416,323.17	1,035,282.19	
73-74	564,312.78	404,434.45	296,707.92	1,315,786.52	934,943.72	
% of Local Support						
75-76	83.1%	83.4%	95.0%	96.5%	95.6%	
74-75	80.9%	81.6%	95.1%	95.4%	95.5%	
73-74	92.2%	83.8%	94.8%	95.4%	94.5%	
Eq. Val. - 1972	$19,285,462.00	$14,403,446.00	$18,267,248.00	$51,170,971.00	$31,251,885.00	
Eq. Val./Pupil						
1972 71-72	$ 34,401.00	$ 25,757.00	$ 55,138.00	$ 38,302.00	39,675.00	
1972 72-73	31,866.00	24,525.00	50,686.00	36,595.00	37,267.00	
1972 73-74	30,753.00	24,941.00	48,390.00	36,031.00	36,638.00	
Cost/Pupil 73-74						
Elementary	$ 581.85	$ 661.35	$ 664.08	$ 807.70	$ 988.36	$ 674.00
Middle/Jr. Hi.	-----------	-----------	------------	786.13	889.41	857.00
High	1,117.86*	1,002.36*	899.13*	950.58*	1,120.88	931.00

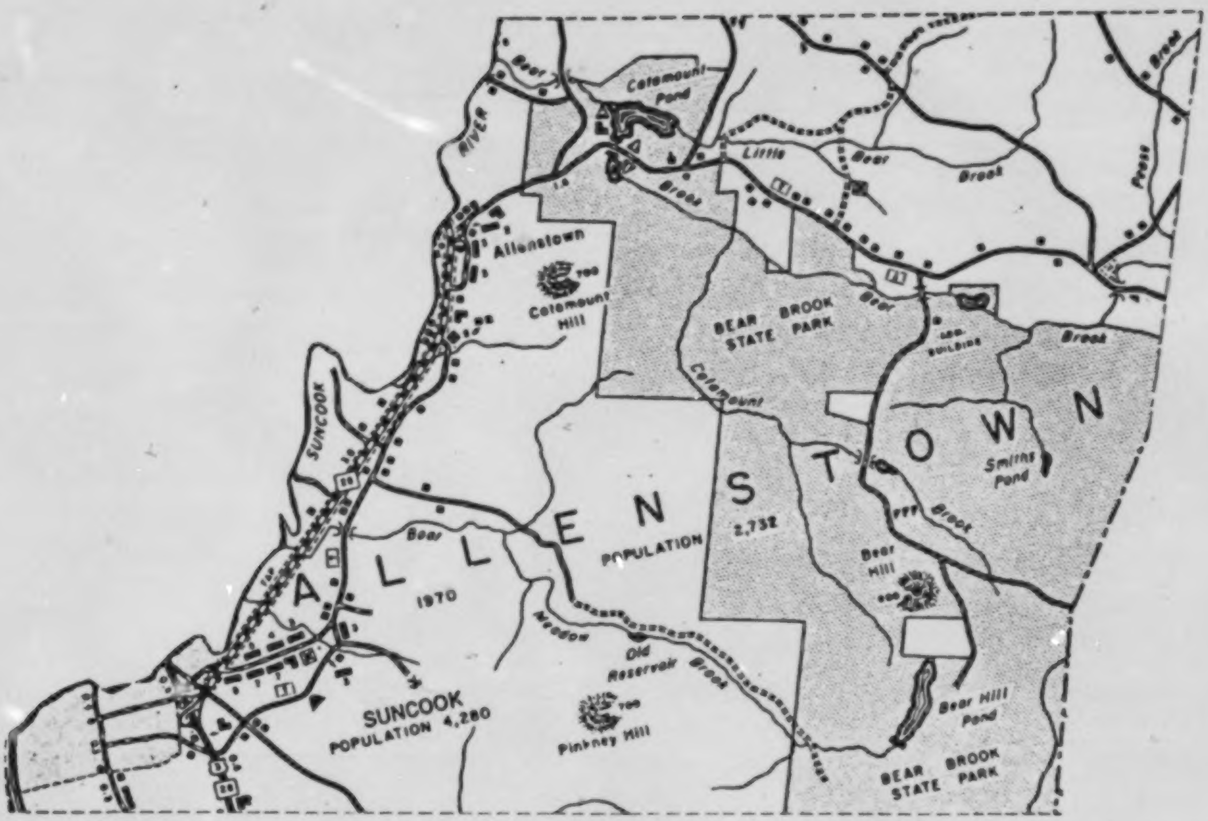
(ATTACHMENT D)

CONTINUED

	Allenstown	Candia	Deerfield	Hooksett	Hollis	State Values
Eq.Val./Pupil 72-73						
Low						$ 23,227.00
Average						65,955.00
Median						45,720.00
High						398,592.00
Eq.Val./Pupil 73-74						
Low						$ 20,640.00
Average						64,221.00
Median						45,690.00
High						425,258.00
State Support 74-75						
Foundation Aid	$ 84,680.07	$ 87,569.56	-0-	-0-	-0-	
Sweepstakes Aid	9,484.98	7,670.80	$ 4,707.23	$ 18,276.42	$ 10,953.05	
Building Aid	11,628.00	1,694.36	9,631.71	27,763.57	53,159.34	
Foster Child Aid	2,600.00	4,800.00	1,600.00	1,320.00	880.00	
Reorganization Aid	-0-	-0-	-0-	-0-	4,345.54	
% of State Support						
75-76	14.7%	15.8%	03.8%	02.4%	03.5%	
74-75	18.3%	17.6%	04.4%	03.0%	03.4%	
73-74	07.0%	15.6%	04.1%	02.9%	04.7%	
% of Fed. Support						
75-76	02.2%	00.8%	01.3%	01.1%	00.8%	
74-75	00.7%	00.8%	00.6%	01.6%	01.1%	
73-74	00.8%	00.6%	01.0%	01.3%	00.8%	

(ATTACHMENT D)

*Calculated from individual district's Financial Report 1477.10 Account and "Determination of Resident Pupil Membership."


Bear
RIVER
Catamount Pond
Little Bear Brook
Brook
Allenstown
Catamount Hill
BEAR BROOK STATE PARK
Bear
Brook
Catamount
ALLENSTOWN
POPULATION 1970 2,732
Smiths Pond
Brook
Bear Hill
SUNCOOK
Bear
Meadow
Old Reservoir Brook
SUNCOOK POPULATION 4,280
Pinkney Hill
Bear Hill Pond
BEAR BROOK STATE PARK

ALLENSTOWN

COMMUNITY OF

ALLENSTOWN

Allenstown is a small, densely populated community covering 20.6 square miles bounded by Pembroke, Epsom, Deerfield, Candia, Hooksett, and Bow. Dairy and crop farms once dotted this Merrimack Valley countryside. However, in the mid to late 1800's manufacturing mills grew up along the Suncook River banks.

Because its geography lent itself to the transition from farm to industry, Allenstown enjoyed a stable, increasing population while other towns suffered losses. The percent of Allenstown residents who were born in New Hampshire (77.3%) far exceeds the 58.2 for the whole state. More than a quarter of the population have lived in the same home since 1949 or earlier.

The working force of Allenstown is significantly (43.2%) employed in industry-related jobs - craftsmen, foremen or non-transport operatives, and their earnings closely approximate that of the state as a whole.

Allenstown has 112 persons in families below the poverty level.* One hundred sixteen families and 11 unrelated individuals receive welfare or public assistance.

The 831 year round housing units include more multiple-family and mobile homes than are found elsewhere in the state. The standard of housing is, in all categories save one (baths), better than that of the state. All homes are heated, have piped water, and toilets.

Only 14.1% of Allenstown residents over 25 have completed any college. This compares poorly to the state total of 23.1%. A notable portion, 28.3% completed only eight years of schooling. Statewide that figure is 15.3%.

The 1974 fall enrollments for Allenstown showed 416 children at the Elementary school (grades 1 through 5 and special) and 213 children at the Upper Elementary school - grades 6-8. Allenstown's 187 secondary students attend Pembroke Academy under an AREA agreement. This totals 816 children attending public schools within or outside the district.

The Allenstown '74-'75 School Census report indicates that 831 children attend public schools within the district and nine attend public schools outside the district, for a total of 840 children. This varies from the fall enrollment by 24 children and the fact that only nine of the 187 students attending Pembroke are listed as "outside the district." Also for non-public school attendance, the census report shows nine children attending parochial schools outside the district, 25 children attending private schools within the district and five children attending private schools outside the district.

Since there are no private schools within the district for children from age 11 and 14, and with the other facts indicated, we must assume that the census report is the least reliable.

*Poverty Level: families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks) classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

School District: Allenstown

Community Profile Data Sheet

MIGRATION & POPULATION STABILITY[1]

Total Native Pop. 1970	2631
% Born NH	77.3
% " North East	18.1
% " " Central	1.0
% " South	1.4
% " West	0.4
% " Other	1.8
% Pop. in same Res. 1949 or earlier	25.6

Population Density 132.6 People/Square Mile

Population[2]	1974	3123
% Pop. Change	70-74	14.3
% " "	60-70	52.7
Population Projections[3]	1980	2,400
" "	1990	2,800
" "	2000	3,300

School Age Population (0-18) for Year[4]	1974-'75
Total Attending School	882
Total Not Attending for Various Reasons*	54

SCHOOL COMMUNITY INDICATORS, 1970 CENSUS[5]

A.	Estimated number of school-age children 5-17	721
B.	Estimated number of disadvantaged school-age children 5-17	153
C.	Percentage of disadvantaged school-age children 5-17	21.23
D.	Estimated number of children ages 5-11	434
E.	Estimated number of children ages 12-13	111
F.	Estimated number of children ages 14-17	176
G.	Estimated number of pre-school age children under five (5)	294
H.	School growth index (ratio of pre-school age children under five (5) to school-age children 5-17)	0.41
I.	School-to-community load index (ratio of school-age children 5-17 to the 18-64 age group)	0.48
J.	Total census area population	2732
K.	Percentage of census area population non-white	0.11
L.	Average number of persons per household	3.4
M.	Percentage of children under 18 not living with a male parent	7.09

ADDITIONAL INFORMATION

Cost per pupil:[6] Year '73-'74

Elementary	$ 581.85
Middle/Jr. High	
High	$1,117.86**

Equalized Valuation per pupil:[7] $30,753 Year 1972 Pupils 1973-'74

Transportation To Contiguous & Other Participating Districts[1]	Miles
Bow	11
Candia	19
Deerfield	17
Epsom	8
Hollis	40
Hooksett	7
Pembroke	3

Existing Alternative Programs within District.

None 1974-'75

School District: Allenstown
(cont'd) p.2 Additional Information

Community Profile
Data Sheet

Family Income (% of Families):[1]

Under $1,000	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999	8000-8999	9000-9999	10,000-11,999	12,000-14,999	15,000-24,999	25,000-49,999	50,000 or more
0.0	1.3	3.7	4.0	2.6	8.2	7.0	6.7	9.5	11.2	12.8	16.8	14.1	2.2	0.0

Year Round Housing Units and Domicile Characteristics: [1]

# Year Round Units	% Units Unheated	% Units Heated by Fire, Stove	% Units-Shared Bath or None	% Units-Incomplete or Shared Kitchen	% Units-No Piped Water	% Units Cold Water	% Units-without Toilet or Shared	% Units-No Shower or Shared Shower or Tub
831	0	0	4.9	0.5	0	3.0	0	1.4

Percent of Year Round Units by Persons Per Room:[1]

.50 or Less	.51 - .75	.76 - 1.00	1.01 - 1.50	1.51 or More
44.5	25.9	22.0	7.1	0.5

Percent of Persons 25 Years and Older by Years of School Completed:[1]

No School	Grs. 1-4	Grs. 5-6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll. 4	Coll. 5 or More
1.1	1.7	5.9	6.8	28.3	18.3	23.8	10.6	2.4	1.1

Housing Lacking Basic Facilities[8]	% 1.9
% of Work Force Unemployed [8]	% 3.3
Yearly Average Income of Weekly Wage Earner in Private Industry [8]	$ 4,690.00
Median Family Income [1]	$ 9,622.00
Public Aid Per Capita [8]	$ 21.50

(ATTACHMENT B1)

Allenstown

Footnotes for Community Profile Data Sheet

1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.
2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planning, Concord, NH.
3. "Population Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.
4. Individual district's school census reports, Form A-16 for 1974-75.
5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C., December, 1972.
6. "Preliminary Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.
7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.
8. "Educational Disadvantage in New Hampshire" by Whittemore-Abelson, 1975.

*Reasons for not attending school:
 a) Excused by School Board, State Board of Education or Commissioner of Education.
 b) Reached 14 or 16, completed elementary but not high school.
 c) Completed high school.
 d) Reached age 16 though not completed elementary school.

**Calculated from individual district's Financial Report 1477.10 Account and "Determination of Resident Pupil Membership."

(ATTACHMENT C1)

FIVE-YEAR COMPARATIVE CENSUS STUDY

SCHOOL DISTRICT: ALLENSTOWN

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

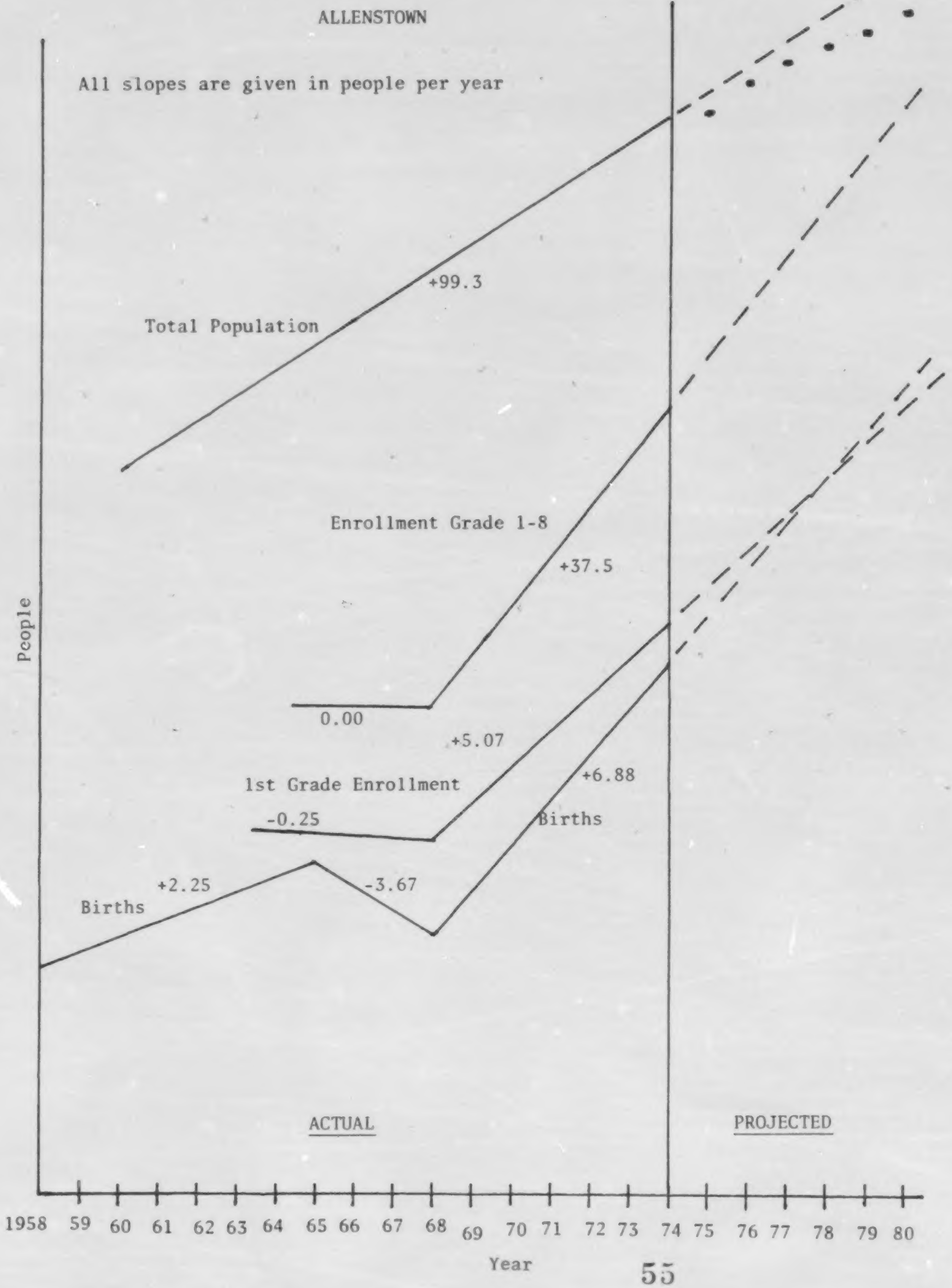
AGE GROUP	70-71	71-72	72-73	73-74	74-75
*Resident Live Births	59	64	76	65	85
Less Than 1 Year	27	30	37	56	70
Age 1	36	21	65	68	72
2	59	33	68	89	76
3	51	43	68	72	96
4	48	53	69	72	68
5	75	70	64	76	85
6	58	69	60	64	91
7	62	38	83	73	77
8	64	70	66	94	87
9	56	62	84	50	83
10	56	51	68	73	61
11	62	56	60	75	85
12	54	63	69	67	69
13	52	63	66	81	63
14	56	50	60	61	78
15	45	63	65	56	67
16	42	41	56	68	55
17	38	46	42	40	64
Through 18	36	10	33	39	44
Sub-Totals					
0- 4	221	180	307	357	382
0- 5	296	250	371	433	467
5-11	433	416	485	505	569
12-13	106	126	135	148	132
14-17	181	200	223	225	264
5-17	720	742	843	878	965
6-18	681	682	812	841	924
Total 0-18	977	932	1183	1274	1391

*From Bureau of Vital Statistics Records

(ATTACHMENT E1)

ENROLLMENT AND POPULATION PROJECTIONS

ALLENSTOWN



Allenstown School District
Summary Data Report

School Census Information (A16)

	PUBLIC SCHOOLS		PAROCHIAL SCHOOLS		OTHER PRIVATE SCHOOLS	
	Within District 5	Outside District 6	Within District 7	Outside District 8	Within District 9	Outside District 10
Total No. of Children Ages 0-18 As of:						
Sept. 1, 1970	283	118	171	51	22	1
Sept. 1, 1971	282	150	183	46	20	
Sept. 1, 1972	570		178	22	37	6
Sept. 1, 1973	604	2	149	23	19	19
Sept. 1, 1974	831	9		9	25	8

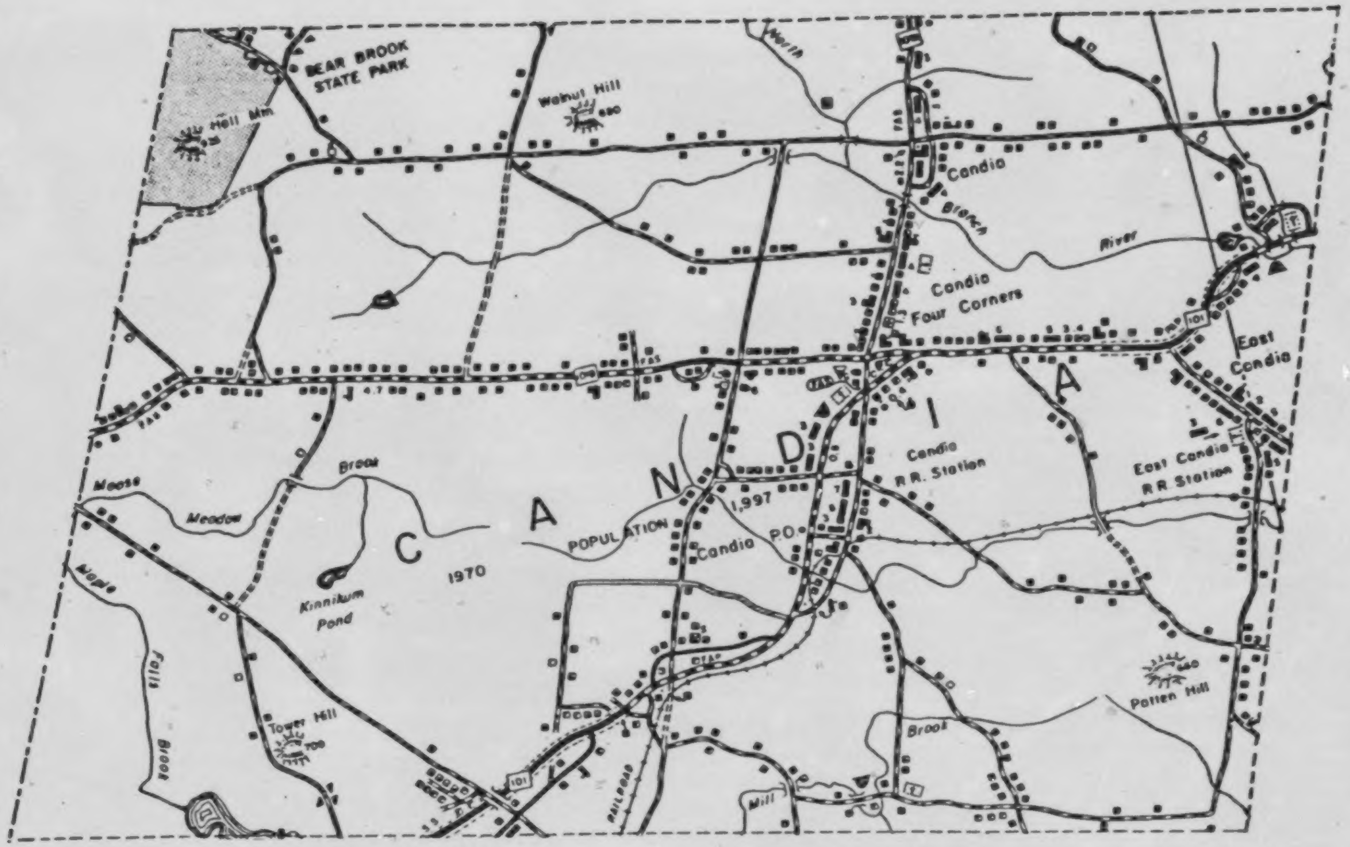
COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

(Eligible for Vouchers)			(District's Present Public School Loading)		
Census Total Col. 5&6	ADM in Res. Total	Census Total Col. 5-10	Unrepeated State Registration	Fall Enrollment Total	ADM in Attend. Total
606	627.1	816	445	437	443.8

COMPARISON OF TUITION INFORMATION ('73-'74)

	(Fall Report)			(Determination of Res. Pupil Member)		
Tuition To:	Elem.	Mid/Jr.High	High School	Elem.	Mid/Jr.High	High School
Pine Haven				1.3		
Bancroft Products, Inc.				0.1		
Pembroke Academy						181.9
Pembroke Elementary	2					

(ATTACHMENT F1)


BEAR BROOK STATE PARK
Hall Mtn
Walnut Hill
680
North
Candia
Branch
River
Candia Four Corners
East Candia
Candia R.R. Station
East Candia R.R. Station
C A N D I A
POPULATION 1,997
1970
Candia P.O.
Moose
Meadow
Brook
Kinnikum Pond
Maple
Falls
Brook
Tower Hill
700
101
RAILROAD
Mill
Brook
Patten Hill

CANDIA

COMMUNITY OF

CANDIA

Candia, known in colonial days as "Charmingfare" has a land area of 30.2 square miles. "Unlike many New England towns, Candia contains no large village, but is composed of several small ones from which extend in all directions roads along which farming communities were developed." (Candia Bi-centennial 1763-1963, 1963, page 8). Today, the farmland lies mostly fallow or has been converted to more profitable use.

Candia is bound by Hooksett, Allenstown, Deerfield, Raymond, Chester, and Auburn and is located 12 miles from Manchester - New Hampshire's most populated and industrial city. 65.3% of Candia's native American residents were born in New Hampshire but only 7.4% have occupied the same residence since 1949 or earlier.

This is a middle class working community of 2,289 and many of its inhabitants are employed in nearby Manchester. Clerical workers and professional, technical and kindred workers comprise 33% of Candia's labor force. Another 25.1% are employed in industry as craftsmen, foremen or non-transport operatives.

Candia's median family income, $9,520 is the lowest of the five districts which have voted interest in a voucher test and just below that of the state ($9,698). However, unlike the other four, Candia has no families earning less than $2,000 per year. Four families in Candia are below the poverty level.* Two families and seven unrelated individuals receive public assistance or welfare.

Candia's housing picture is a poor one when compared to the domicile characteristics of the state as a whole. 11.7% of the 589 year round units have no bath or share a bath. That figure is 3.6% for New Hampshire. 11% of Candia's units are unheated or heated by fireplace or stove only. This is more than double the percent statewide (5.1%). Sixty housing units, or 10.2% have no running water or only cold water. For the state the figure is 4.6%.

Only 2.3% of persons 25 years and older residing in Candia have completed less than a seventh grade education. 67.9% have a high school education or better.

Candia has one public school which in September, 1974, enrolled 400 youngsters in grades 1 through 8 including special education. Candia's 178 secondary students, attend schools in Manchester and Raymond under short term tuition contracts. The census report of September 1, 1974, indicates that 13 children attend parochial schools outside the district while 27 attend private pre-schools within the district and 27 attend private schools outside the district.

Candia

There is a slight variation between the census report and fall enrollments of three children. Since the fall enrollment total is higher, perhaps these three children are non-resident pupils in the elementary school, although no non-resident pupils were in attendance in '73-74.

*Poverty Level: families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks) classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

(ATTACHMENT B2)

School District: Candia

Community Profile
Data Sheet

MIGRATION & POPULATION STABILITY[1]

Total Native Pop. 1970	1793
% Born NH	65.3
% " North East	26.3
% " " Central	0.6
% " South	1.8
% " West	0.7
% " Other	5.4
% Pop. in same Res. 1949 or earlier	17.4

Population Density 66.1 People/Square Mile

Population[2]	1974	2296
% Pop. Change 70-74		15.0%
% " " 60-70		34.0%
Population Projections[3]	1980	5,200
" "	1990	5,200
" "	2000	9,400

School Age Population (0-18) for Year[4]	'74-'75
Total Attending School	644
Total Not Attending for Various Reasons	33

SCHOOL COMMUNITY INDICATORS, 1970 CENSUS[5]

A.	Estimated number of school-age children 5-17	599
B.	Estimated number of disadvantaged school-age children 5-17	113
C.	Percentage of disadvantaged school-age children 5-17	1880
D.	Estimated number of children ages 5-11	338
E.	Estimated number of children ages 12-13	103
F.	Estimated number of children ages 14-17	158
G.	Estimated number of pre-school age children under five (5)	198
H.	School growth index (ratio of pre-school age children under five (5) to school-age children 5-17)	0.33
I.	School-to-community load index (ratio of school-age children 5-17 to the 18-64 age group)	0.58
J.	Total census area population	1997
K.	Percentage of census area population non-white	0.20
L.	Average number of persons per household	3.60
M.	Percentage of children under 18 not living with a male parent	3.89

ADDITIONAL INFORMATION

Cost per pupil:[6] Year '73-'74

Elementary	$ 661.35
Middle/Jr. High	
High	$1,002.36**

Equalized Valuation per pupil:[7] $ 24,941 Year 1972 Pupils '73-'74

Transportation To Contiguous & Other Participating Districts[1]

	Miles		Miles
Allenstown	19	Hooksett	13
Auburn	7	Raymond	6
Chester	8		
Deerfield	8		
Hollis	39		

Existing Alternative Programs within District.

None: 1974-'75

School District: Candia
(cont'd) p.2 Additional Information

Community Profile
Data Sheet

Family Income (% of Families):[1]

Under $1,000	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999	8000-8999	9000-9999	10,000-11,999	12,000-14,999	15,000-24,999	25,000-49,999	50,000 or more
0.0	0.0	1.1	4.5	4.1	9.4	5.6	8.4	14.0	5.4	14.6	7.7	19.5	4.5	0.9

Year Round Housing Units and Domicile Characteristics: [1]

# Year Round Units	% Units Unheated	% Units Heated by Fire, Stove	% Units-Shared Bath or None	% Units-Incomplete or Shared Kitchen	% Units-No Piped Water	% Units Cold Water	% Units-without Toilet or Shared	% Units-No Shower or Shared Shower or Tub
589	3.4	7.6	11.7	6.8	5.3	4.9	6.8	9.3

Percent of Year Round Units by Persons Per Room:[1]

.50 or Less	.51 - .75	.76 - 1.00	1.01 - 1.50	1.51 or More
48.4	28.5	15.1	6.4	1.6

Percent of Persons 25 Years and Older by Years of School Completed:[1]

No School	Grs. 1-4	Grs. 5-6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll. 4	Coll. 5 or More
0.0	0.0	0.5	1.8	13.1	16.7	36.1	17.9	8.5	5.4

Housing Lacking Basic Facilities[8]	% 7.0
% of Work Force Unemployed[8]	% 4.4
Yearly Average Income of Weekly Wage Earner in Private Industry[8]	$ 5,662.00
Median Family Income[1]	$ 9,520.00
Public Aid Per Capita[8]	$ 3.35

(ATTACHMENT B2)

(ATTACHMENT B2)

Candia

Footnotes for Community Profile Data Sheet

1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.

2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planning, Concord, NH.

3. "Population Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.

4. Individual district's school census reports, Form A-16 for 1974-75.

5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C., December, 1972.

6. "Preliminary Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.

7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.

8. "Educational Disadvantage in New Hampshire" by Whittemore-Abelson, 1975.

*Reasons for not attending school:
    a) Excused by School Board, State Board of Education or Commissioner of Education.
    b) Reached 14 or 16, completed elementary but not high school.
    c) Completed high school.
    d) Reached age 16 though not completed elementary school.

**Calculated from individual district's Financial Report 1477.10 Account and "Determination of Resident Pupil Membership."

(ATTACHMENT C2)

FIVE-YEAR COMPARATIVE CENSUS STUDY

SCHOOL DISTRICT: CANDIA

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

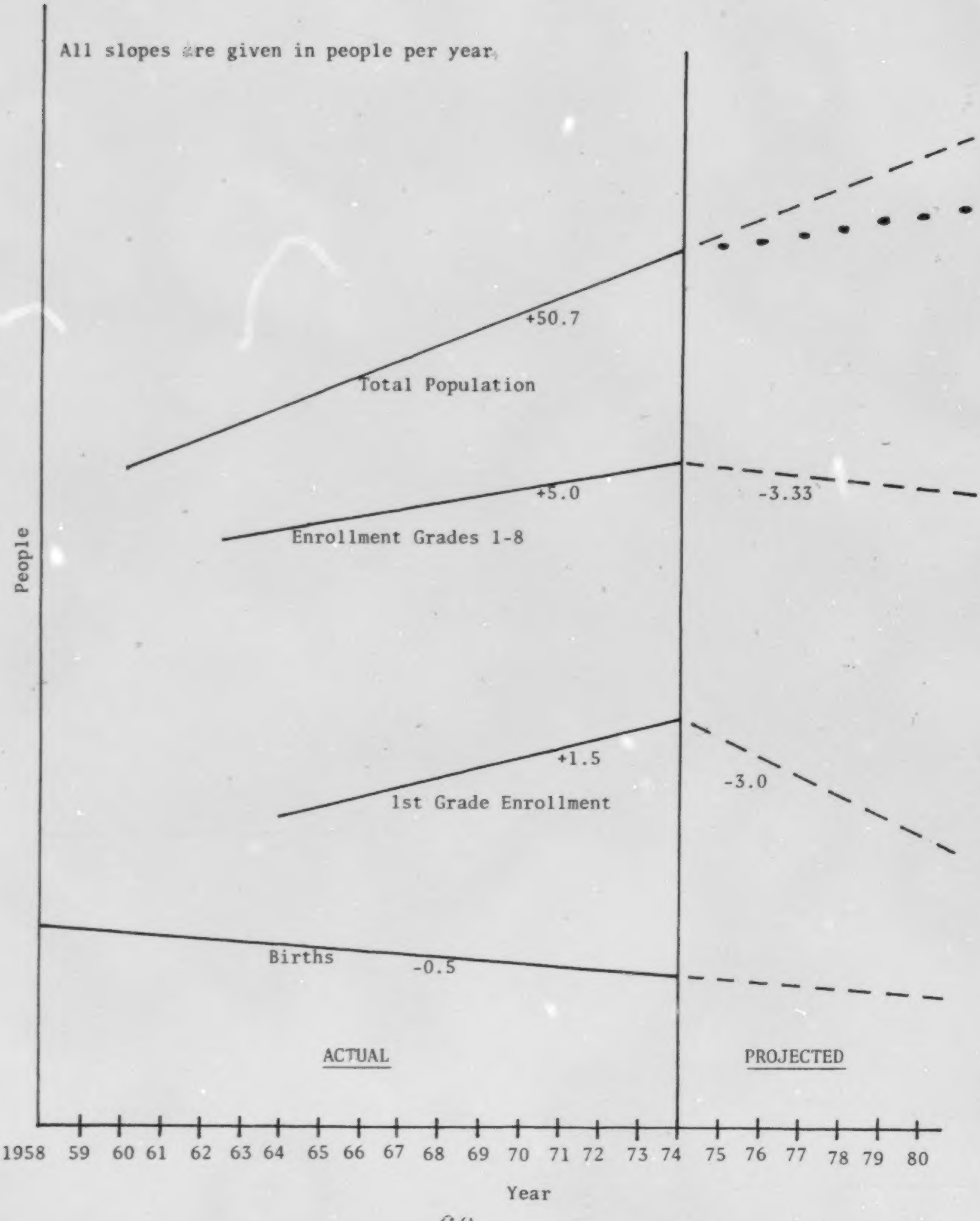
AGE GROUP	70-71	71-72	72-73	73-74	74-75
*Resident Live Births	36	19	20	27	25
Less Than 1 Year	29	23	37	26	27
Age 1	30	35	27	30	33
2	30	30	44	35	39
3	41	37	34	46	36
4	42	40	43	39	51
5	37	47	47	42	42
6	53	45	54	49	44
7	56	50	50	51	50
8	50	53	59	49	53
9	40	50	56	53	52
10	54	40	58	57	56
11	56	55	51	47	58
12	50	57	48	42	47
13	52	51	59	54	40
14	47	56	54	58	53
15	45	46	58	51	58
16	37	56	46	56	52
17	46	41	46	40	50
Through 18	29	39	33	40	34
Sub-Totals					
0- 4	172	165	185	176	186
0- 5	209	212	232	218	228
5-11	346	340	375	348	355
12-13	102	108	107	96	87
14-17	175	199	204	205	213
5-17	623	647	686	649	655
6-18	615	639	672	647	647
Total 0-18	824	851	904	865	875

*From Bureau of Vital Statistics Records

(ATTACHMENT E2)

ENROLLMENT AND POPULATION PROJECTIONS

CANDIA



All slopes are given in people per year

Candia School District
Summary Data Report

School Census Information (A16)

	PUBLIC SCHOOLS Within District 5	PUBLIC SCHOOLS Outside District 6	PAROCHIAL SCHOOLS Within District 7	PAROCHIAL SCHOOLS Outside District 8	OTHER PRIVATE SCHOOLS Within District 9	OTHER PRIVATE SCHOOLS Outside District 10
Total No. of Children Ages 0-18 As of:						
Sept. 1, 1970	397	154		15	13	26
Sept. 1, 1971	383	177		17	18	26
Sept. 1, 1972	412	193		19		18
Sept. 1, 1973	392	180		18	15	21
Sept. 1, 1974	394	183		13	27	27

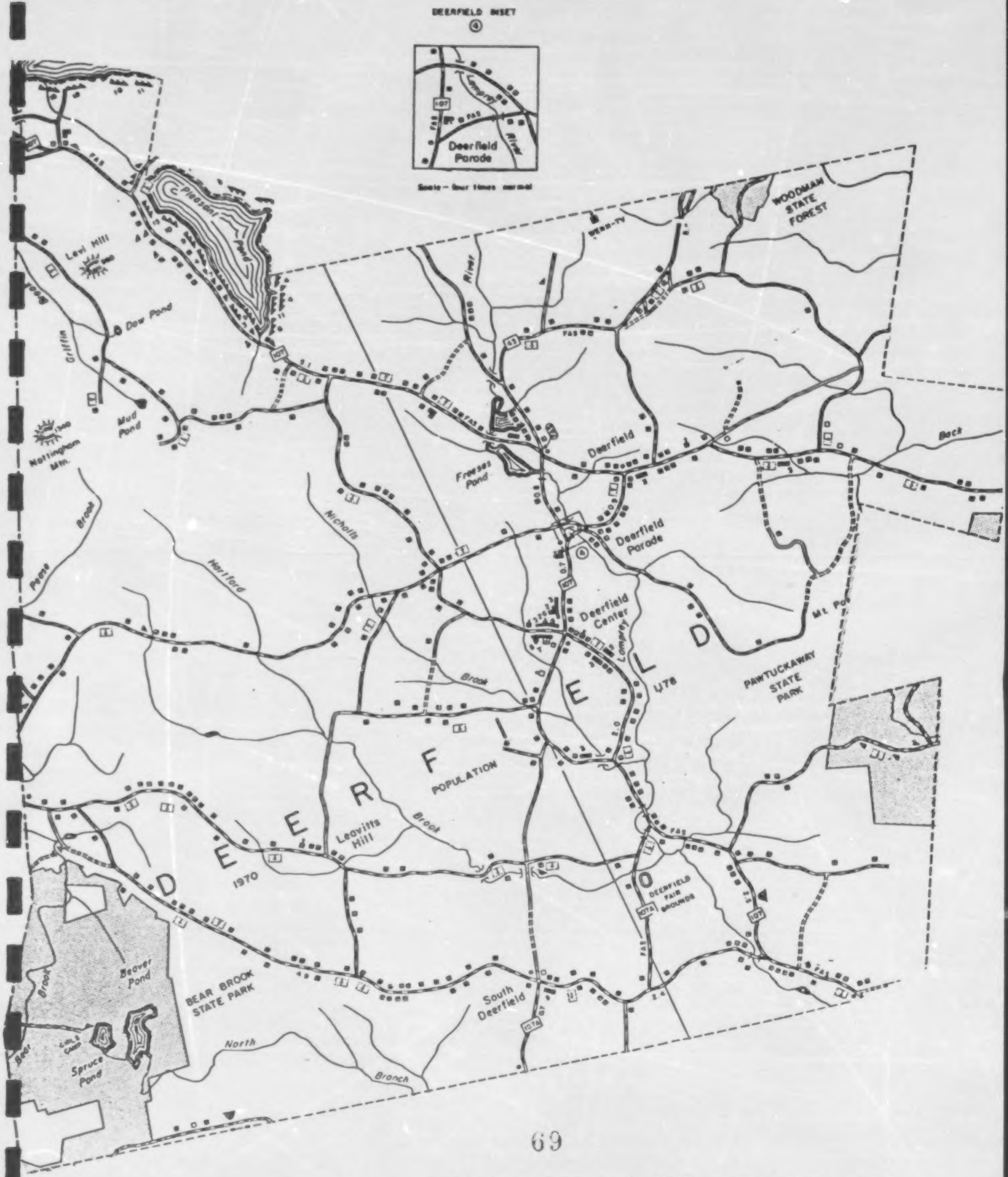
COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

(Eligible for Vouchers) Census Total Col. 5&6	ADM in Res. Total	Census Total Col. 5-10	(District's Present Public School Loading) Unrepeated State Registration	Fall Enrollment Total	ADM in Attend. Total
572	577.5	626	419	412	406.2

COMPARISON OF TUITION INFORMATION ('73-'74)

Tuition To:	(Fall Report) Elem.	Mid/Jr.Hi.	High Sch.	(Determination of Res. Pupil Member) Elem.	Mid/Jr. Hi.	High Sch.
Hooksett-Mem.		4			3.7	
Jacques School	1			1.0		
Raymond Consol.		3		3.0		31.0
M.A.R.C.	1		1	2.0		
Manchester						130.6

(ATTACHMENT F2)


DEERFIELD INSET
4
Lamprey River
107
FAS
Deerfield Parade
Scale – four times normal
WOODMAN STATE FOREST
WENH-TV
River
Pleasant Pond
Levi Hill
Dow Pond
Griffin Brook
Mud Pond
Nottingham Mtn.
Freeses Pond
Deerfield
Back
Deerfield Parade
Nicholls
Harford
Pease Brook
Deerfield Center
Lamprey
Mt. Pa
PAWTUCKAWAY STATE PARK
1178
Brook
DEERFIELD
POPULATION
1970
Leavitts Hill
Brook
DEERFIELD FAIR GROUNDS
107A
BEAR BROOK STATE PARK
Beaver Pond
Bear Brook
GIRLS CAMP
Spruce Pond
South Deerfield
North Branch

DEERFIELD

COMMUNITY OF

DEERFIELD

The town of Deerfield has much of natural beauty. Within its 51.9 square miles are hills and valleys, brooks, ponds, and lakes. Rock maple, white maple, birch, beech, red oak, and hemlock compose the forests where once abounded numerous herds of deer.

To the north, the Pawtuckaway Mountains lie on the line between Deerfield and Northwood. The towns of Nottingham, Raymond, Candia, Allenstown, and Epsom also border Deerfield.

Most of Deerfield's 1,497 residents live in its three villages, Deerfield, Deerfield Center, and South Deerfield. With a population density of only 22.7 persons per square mile, Deerfield falls far below the state population density of 81.7 persons per square mile.

Of its total native American population 59.0% were born in New Hampshire. Only 10.2% of the total population have lived in the same residence since 1949 or earlier.

While all of Deerfield's 409 year round housing units are heated, their plumbing standards fall short of the total state standards. In contrast to the state total of 1.3%, 5.9% of Deerfield's year round housing units have no piped water. Deerfield's 12.2% with shared or no toilet facilities compares unfavorably with the state total of 3.6%. 1.3% of the year round housing units in Deerfield either share or have no shower or tub as opposed to a state figure of 5.6%.

The majority of employed Deerfield residents fall into four categories. These are non-private service workers (18.2%), non-transport operatives (17.1%), craftsmen, foremen (16.4%) and professional, technical and kindred workers (12.3%).

The median family income for Deerfield is $10,196. This lies somewhat above the state median family income of $9,698. However, no Deerfield families earn $50,000 in a year. While 122 persons in families are below the poverty level* it is interesting to note that not one person in the town of Deerfield accepts public assistance or welfare.

The number of school years completed by Deerfield residents 25 years and older is comparable to the state total in all categories except "4 years of college." The Deerfield figure of 12.2% nearly doubles the state total of 6.9%.

Deerfield

Deerfield's one public school opened in September, 1974, with 274 students in grades 1 through 8. In addition, there are three elementary and two secondary level children attending two different private special education programs outside the district for which the district pays tuition.

Deerfield's 103 secondary students attend five different high schools, under short term tuition contracts with the surrounding districts as follows: Raymond - 31 students, Manchester Central - 24 students, Coe-Brown Academy, Northwood - 42 students, Oyster River High School, Durham - 2 and Pembroke Academy - 4 students.

The census report for September, 1974, substantiates these figures and further shows no children attending parochial schools either within or outside the district, but an additional 13 children attending private schools outside the district.

*Poverty Level: families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks) classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

(ATTACHMENT B3)

School District: Deerfield

Community Profile
Data Sheet

MIGRATION & POPULATION STABILITY[1]

Total Native Pop. 1970	1377
% Born NH	59.0
% " North East	31.6
% " " Central	2.8
% " South	1.7
% " West	0.4
% " Other	4.5
% Pop. in same Res. 1949 or earlier	10.2

Population Density 22.7 People/Square Mile

Population[2]	1974	1561
% Pop. Change 70-74		32.5%
% " " 60-70		65.0%
Population Projections[3]	1980	1,800
" "	1990	3,600
" "	2000	7,000

School Age Population (0-18) for Year[4]	'74-'75
Total Attending School	381
Total Not Attending for Various Reasons*	22

SCHOOL COMMUNITY INDICATORS, 1970 CENSUS[5]

A.	Estimated number of school-age children 5-17	319
B.	Estimated number of disadvantaged school-age children 5-17	70
C.	Percentage of disadvantaged school-age children 5-17	21.99
D.	Estimated number of children ages 5-11	179
E.	Estimated number of children ages 12-13	49
F.	Estimated number of children ages 14-17	91
G.	Estimated number of pre-school age children under five (5)	117
H.	School growth index (ratio of pre-school age children under five (5) to school-age children 5-17)	0.37
I.	School-to-community load index (ratio of school-age children 5-17 to the 18-64 age group)	0.54
J.	Total census area population	1178
K.	Percentage of census area population non-white	0.85
L.	Average number of persons per household	3.5
M.	Percentage of children under 18 not living with a male parent	3.67

ADDITIONAL INFORMATION

Cost per pupil:[6] Year '73-'74

Elementary	$664.08
Middle/Jr. High	
High	$899.13 **

Equalized Valuation per pupil:[7] $ 48,390 Year 1972 Pupils 1973-'74

Transportation To Contiguous & Other Participating Districts[1]

	Miles		Miles
Allenstown	17	Northwood	7
Candia	8	Nottingham	6
Epsom	8	Raymond	11
Hollis	40		
Hooksett	22		

Existing Alternative Programs within District.

None: 1974-'75

School District: Deerfield
(cont'd) p.2 Additional Information

Community Profile
Data Sheet

Family Income (% of Families):[1]

Under $1,000	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999	8000-8999	9000-9999	10,000-11,999	12,000-14,999	15,000-24,999	25,000-49,999	50,000 or more
4.6	2.3	4.3	2.0	2.3	5.6	3.9	10.0	10.9	2.3	18.4	13.4	16.5	3.3	0.0

Year Round Housing Units and Domicile Characteristics: [1]

# Year Round Units	% Units Unheated	% Units Heated by Fire, Stove	% Units-Shared Bath or None	% Units-Incomplete or Shared Kitchen	% Units-No Piped Water	% Units Cold Water	% Units-without Toilet or Shared	% Units-No Shower or Shared Shower or Tub
409	0	10.3	10.5	5.9	5.9	8.1	12.2	13.4

Percent of Year Round Units by Persons Per Room:[1]

.50 or Less	.51 - .75	.76 - 1.00	1.01 - 1.50	1.51 or More
51.8	16.6	10.8	14.1	6.7

Percent of Persons 25 Years and Older by Years of School Completed:[1]

No School	Grs. 1-4	Grs. 5-6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll. 4	Coll. 5 or More
1.2	0.9	2.8	8.0	14.2	19.8	25.7	11.9	12.2	3.3

Housing Lacking Basic Facilities[8]	% 11.6
% of Work Force Unemployed [8]	% 3.3
Yearly Average Income of Weekly Wage Earner in Private Industry [8]	$ 6,627.00
Median Family Income [1]	$10,196.00
Public Aid Per Capita [8]	$ 6.37

(ATTACHMENT B3)

Deerfield

Footnotes for Community Profile Data Sheet

1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.
2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planning, Concord, NH.
3. "Population Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.
4. Individual district's school census reports, Form A-16 for 1974-75.
5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C., December, 1972.
6. "Preliminary Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.
7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.
8. "Educational Disadvantage in New Hampshire" by Whittemore-Abelson, 1975.

*Reasons for not attending school:
- a) Excused by School Board, State Board of Education or Commissioner of Education.
- b) Reached 14 or 16, completed elementary but not high school.
- c) Completed high school
- d) Reached age 16 though not completed elementary school.

**Calculated from individual district's Financial Report 1477.10 Account and "Determination of Resident Pupil Membership."

(ATTACHMENT C3)

FIVE-YEAR COMPARATIVE CENSUS STUDY

SCHOOL DISTRICT: DEERFIELD

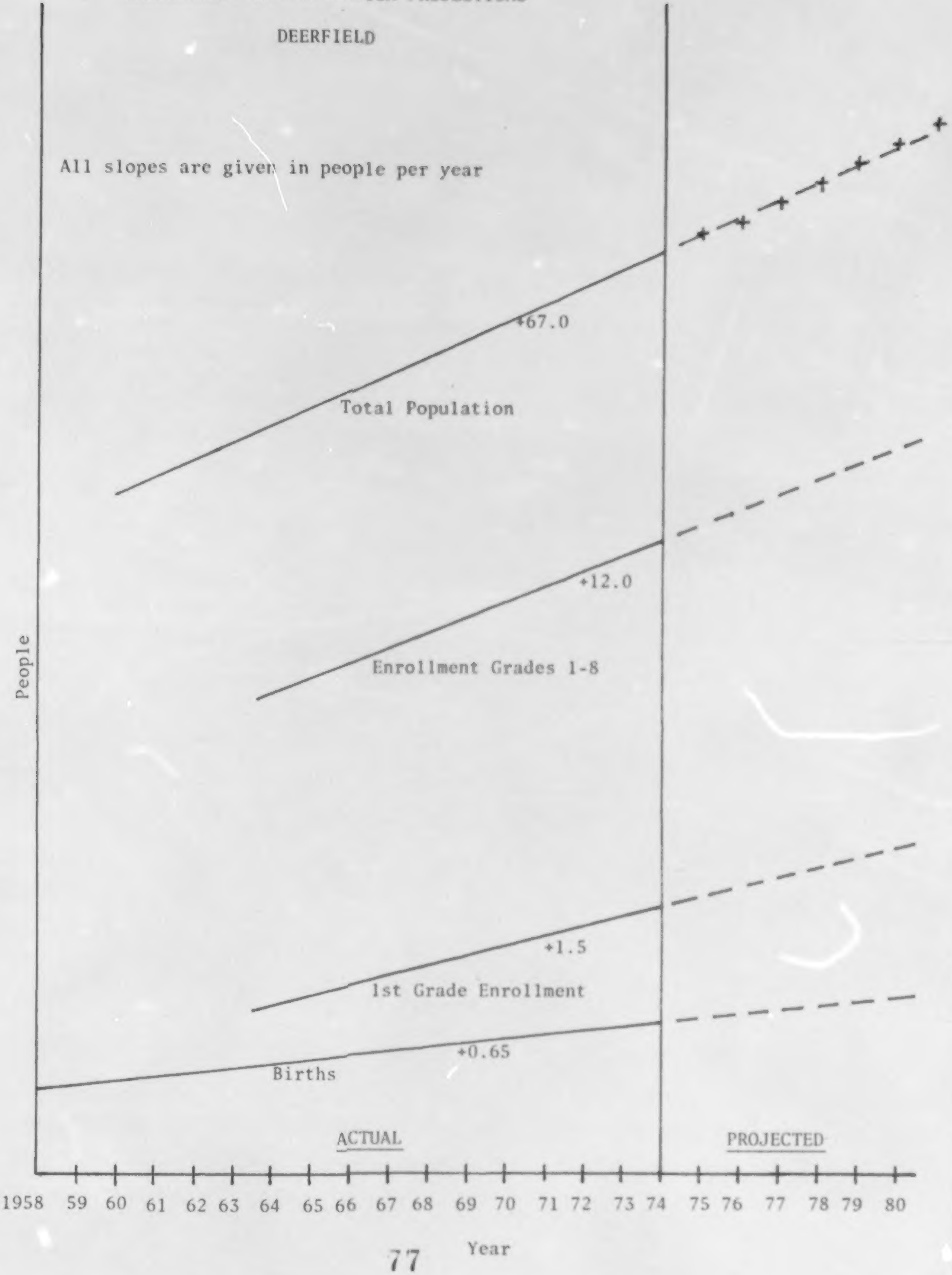
DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

AGE GROUP	70-71	71-72	72-73	73-74	74-75
*Resident Live Births	28	22	20	26	19
Less Than 1 Year	20	17	16	13	21
Age 1	22	24	23	20	24
2	15	25	23	24	19
3	31	17	27	23	32
4	25	38	22	28	29
5	23	26	38	24	30
6	24	23	26	38	37
7	33	28	26	33	36
8	29	32	26	25	32
9	37	34	34	34	25
10	28	40	31	36	30
11	31	27	44	35	38
12	29	32	27	44	32
13	25	31	37	28	41
14	28	24	34	38	26
15	25	32	28	34	38
16	27	24	29	25	32
17	20	23	22	26	27
Through 18	25	18	25	17	5
Sub-Totals					
0- 4	113	121	111	108	125
0- 5	136	147	149	132	155
5-11	205	210	225	225	228
12-13	54	63	64	72	73
14-17	100	103	113	123	123
5-17	359	376	402	420	424
6-18	361	368	389	413	399
Total 0-18	497	515	538	545	554

*From Bureau of Vital Statistics Records

ENROLLMENT AND POPULATION PROJECTIONS

DEERFIELD



Deerfield School District
Summary Data Report

School Census Information (A16)

	PUBLIC SCHOOLS Within District 5	PUBLIC SCHOOLS Outside District 6	PAROCHIAL SCHOOLS Within District 7	PAROCHIAL SCHOOLS Outside District 8	OTHER PRIVATE SCHOOLS Within District 9	OTHER PRIVATE SCHOOLS Outside District 10
Total No. of Chil-Dren Ages 0-18 As Of:						
Sept. 1, 1970	325	1	1			2
Sept. 1, 1971	340	5				5
Sept. 1, 1972	356	6				14
Sept. 1, 1973	377					18
Sept. 1, 1974	270	104			4	3

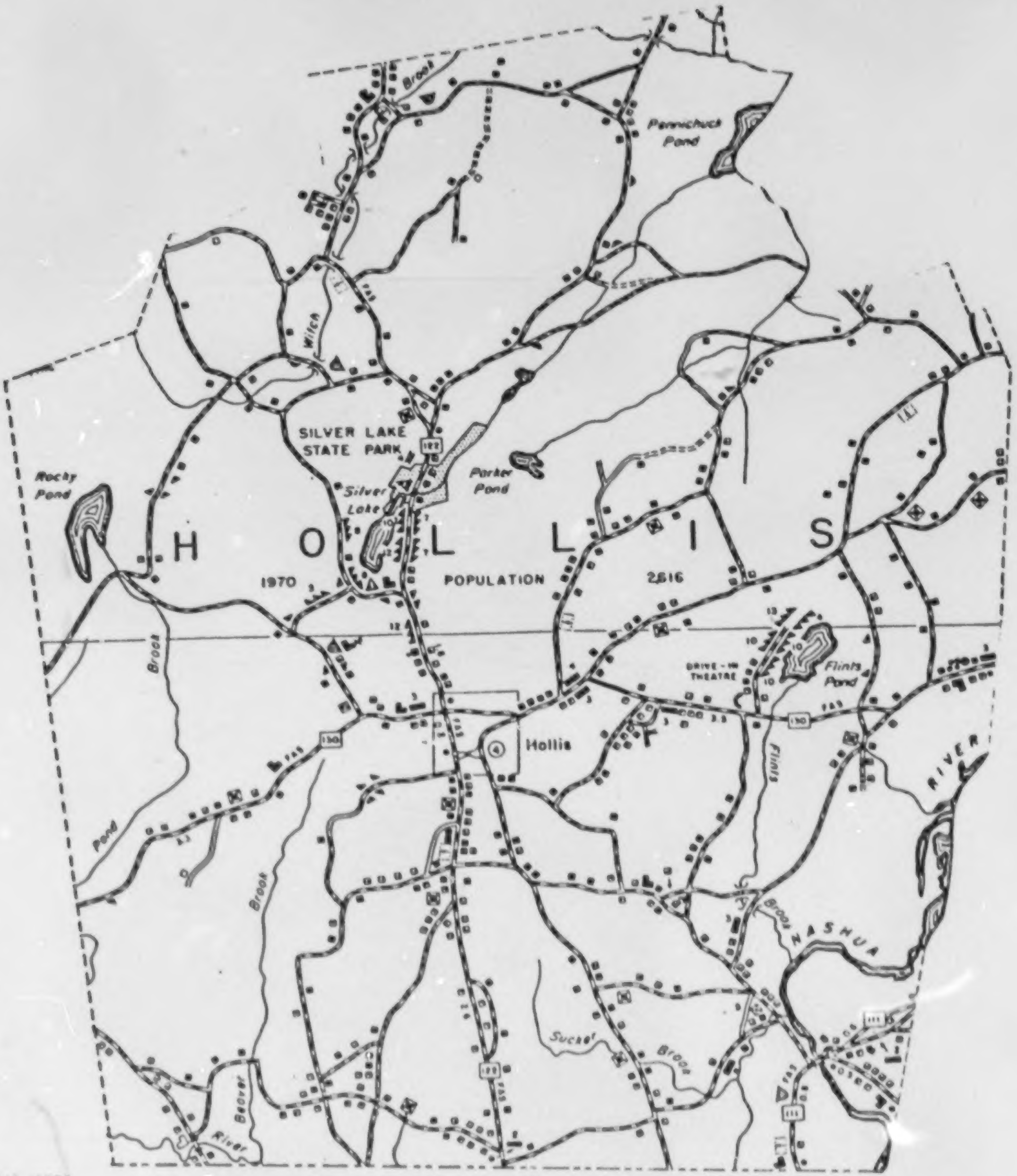
COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

(Eligible for Vouchers) Census Total Col. 5&6	ADM in Res. Total	Census Total Col. 5-10	(District's Present Public School Loading) Unrepeated State Registration	Fall Enrollment Total	ADM in Attend. Total
377	377.5	392	281	281	275.2

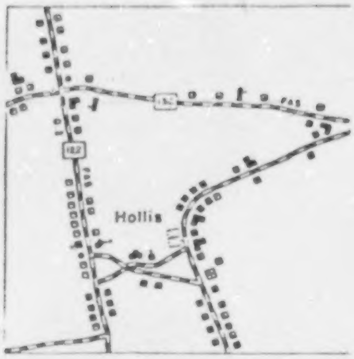
COMPARISON OF TUITION INFORMATION ('73-'74)

Tuition To:	(Fall Report) Elem.	Mid/Jr. High	High School	(Determination of Res. Pupil Member) Elem.	Mid/Jr. High	High School
Easter Seal	2			1.8		
Ms. Jacques	1			1.0		
Moore Ctr. (MARC)	1			1.0		
Manchester Central			17			
Raymond			35			42.7
Manchester Memorial			2			
Coe-Brown Academy			26			31.5
Oyster River			1			1.0
Pembroke Academy						4.0
Manchester						18.3

(ATTACHMENT F3)


Brook
Pennichuck Pond
Witch
SILVER LAKE STATE PARK
122
Silver Lake
Porter Pond
Rocky Pond
H O L L I S
1970 POPULATION 2616
DRIVE-IN THEATRE
Flints Pond
Brook
130
Hollis
Flints
Pond
Brook
RIVER
Brook
NASHUA
Sucker
Brook
122
111
Beaver
River

HOLLIS INSET ④


130
122
Hollis

Scale - four times normal

HOLLIS

COMMUNITY OF --

HOLLIS

Hollis lies along the Massachusetts border between Brookline and Nashua and is bounded to the north by Milford, Amherst, and Merrimack. It is 33.1 square miles and has a population of 2,998. It is still a predominately rural community with a distinct village center, but new homes and businesses are slowly replacing apple orchards and farmland.

The Hollis population is a homogenous one. 42.4% of the native Americans were born in New Hampshire and more than 25% of its residents have occupied the same home since 1949 or earlier. There are no racial or ethnic minorities and only 1.1% are foreign born.

Nearly 10% of the employed persons in Hollis earn their livelihood as farmers, farm managers or farm laborers. This is more than eight times the statewide figure of 1.2%. Professional, technical, and kindred workers comprise 23.7% of the town's work force in contrast to 8.4% throughout New Hampshire.

At $10,549, the median family income in Hollis is nearly $900 above the state median. Five families earn $50,000 or more per year and nearly one-fourth earn over $15,000 per year. However, 320 persons in families fall below the poverty level* and 106 families receive welfare or public assistance.

Hollis' 821 year round homes are neither markedly above nor below those of the state. 87% are single family dwellings.

The educational level of Hollis residents 25 years and older is better than the state. 23.3% have graduated from or gone beyond college. Only 3.6% have less than eighth grade schooling, while statewide the figure is more than twice as high.

The School Census report of September 1, 1974, shows a total of 774 children attending Hollis' three public schools. It also indicates that 18 children attend parochial schools outside the district, while 15 youngsters attend private "pre-schools" within the district and five attend private schools outside the district.

September, 1974, enrollment figures show 373 students at the elementary school (grades 1-5), 349 students at the middle school (grades 6-8), and 402 students at the high school (grades 9-12). The enrollment figures for the middle and high schools included non-resident students from Brookline (202), Nashua (2), and Mason (1) for a total of 205 non-residents. Removing these students from the total enrollment figure of 1,124 leaves 919 Hollis students attending public schools within the district which does not at all compare with the 774 children indicated on the census report. This variation has been noted and is attributed to an incomplete census enumeration.

59

Hollis

*Poverty Level: families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks) classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

School District: Hollis

Community Profile
Data Sheet

MIGRATION & POPULATION STABILITY[1]

Total Native Pop. 1970	2410
% Born NH	42.4
% " North East	38.8
% " " Central	3.4
% " South	2.9
% " West	1.4
% " Other	11.1
% Pop. in same Res. 1949 or earlier	26.1

Population Density 79.0 People/Square Mile

Population[2]	1974	3050
% Pop. Change 70-74		16.7
% " " 60-70		52.1
Population Projections[3]	1980	5,100
" "	1990	11,500
" "	2000	20,500

School Age Population (0-18) for Year[4]	'74-'75
Total Attending School	812
Total Not Attending for Various Reasons*	75

SCHOOL COMMUNITY INDICATORS, 1970 CENSUS[5]

A.	Estimated number of school-age children 5-17	774
B.	Estimated number of disadvantaged school-age children 5-17	111
C.	Percentage of disadvantaged school-age children 5-17	14.36
D.	Estimated number of children ages 5-11	416
E.	Estimated number of children ages 12-13	118
F.	Estimated number of children ages 14-17	240
G.	Estimated number of pre-school age children under five (5)	226
H.	School growth index (ratio of pre-school age children under five (5) to school-age children 5-17)	0.29
I.	School-to-community load index (ratio of school-age children 5-17 to the 18-64 age group)	0.56
J.	Total census area population	2616
K.	Percentage of census area population non-white	0.19
L.	Average number of persons per household	3.5
M.	Percentage of children under 18 not living with a male parent	4.40

ADDITIONAL INFORMATION

Cost per pupil:[6] Year '73-'74	
Elementary	$ 988.36
Middle/Jr. High	$ 889.41
High	$1,120.88

Equalized Valuation per pupil:[7] $ 36,638 Year 1972 Pupils 1973-'74

Transportation To Contiguous & Other Participating Districts[1]

Allenstown	40
Amherst	11
Brookline	5
Candia	39
Deerfield	44
Hooksett	35
Merrimack	10
Milford	8
Nashua	6
Pepperell, MASS	6

Existing Alternative Programs within District.

None: 1974-'75

School District: Hollis
(cont'd) p.2 Additional Information

Community Profile
Data Sheet

(ATTACHMENT B4)

Family Income (% of Families):[1]

Under $1,000	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999	8000-8999	9000-9999	10,000-11,999	12,000-14,999	15,000-24,999	25,000-49,999	50,000 or more
2.5	0.4	3.4	9.2	4.1	4.4	4.7	0.8	6.9	7.0	16.0	15.8	18.0	5.9	0.7

Year Round Housing Units and Domicile Characteristics: [1]

# Year Round Units	% Units Unheated	% Units Heated by Fire, Stove	% Units-Shared Bath or None	% Units-Incomplete or Shared Kitchen	% Units-No Piped Water	% Units Cold Water	% Units-without Toilet or Shared	% Units-No Shower or Shared Shower or Tub
821	0.5	5.9	6.7	2.0	1.5	0.0	3.4	2.6

Percent of Year Round Units by Persons Per Room:[1]

.50 or Less	.51 - .75	.76 - 1.00	1.01 - 1.50	1.51 or More
60.2	24.1	10.2	4.4	1.2

Percent of Persons 25 Years and Older by Years of School Completed:[1]

No School	Grs. 1-4	Grs. 5-6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll. 4	Coll. 5 or More
0.5	0.7	1.0	1.4	7.5	14.8	34.3	16.6	18.5	4.8

Housing Lacking Basic Facilities[8]	% 2.9
% of Work Force Unemployed [8]	% 4.4
Yearly Average Income of Weekly Wage Earner in Private Industry [8]	$ 4,477.00
Median Family Income [1]	$10,549.00
Public Aid Per Capita [8]	$ 1.44

84

85

Hollis

Footnotes for Community Profile Data Sheet

1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.
2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planning, Concord, NH.
3. "Population Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.
4. Individual district's school census reports, Form A-16 for 1974-75.
5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C., December, 1972.
6. "Preliminary Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.
7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.
8. "Educational Disadvantage in New Hampshire" by Whittemore-Abelson, 1975.

*Reasons for not attending school:
- a) Excused by School Board, State Board of Education or Commissioner of Education.
- b) Reached 14 or 16, completed elementary but not high school.
- c) Completed high school.
- d) Reached age 16 though not completed elementary school.

(ATTACHMENT C4)

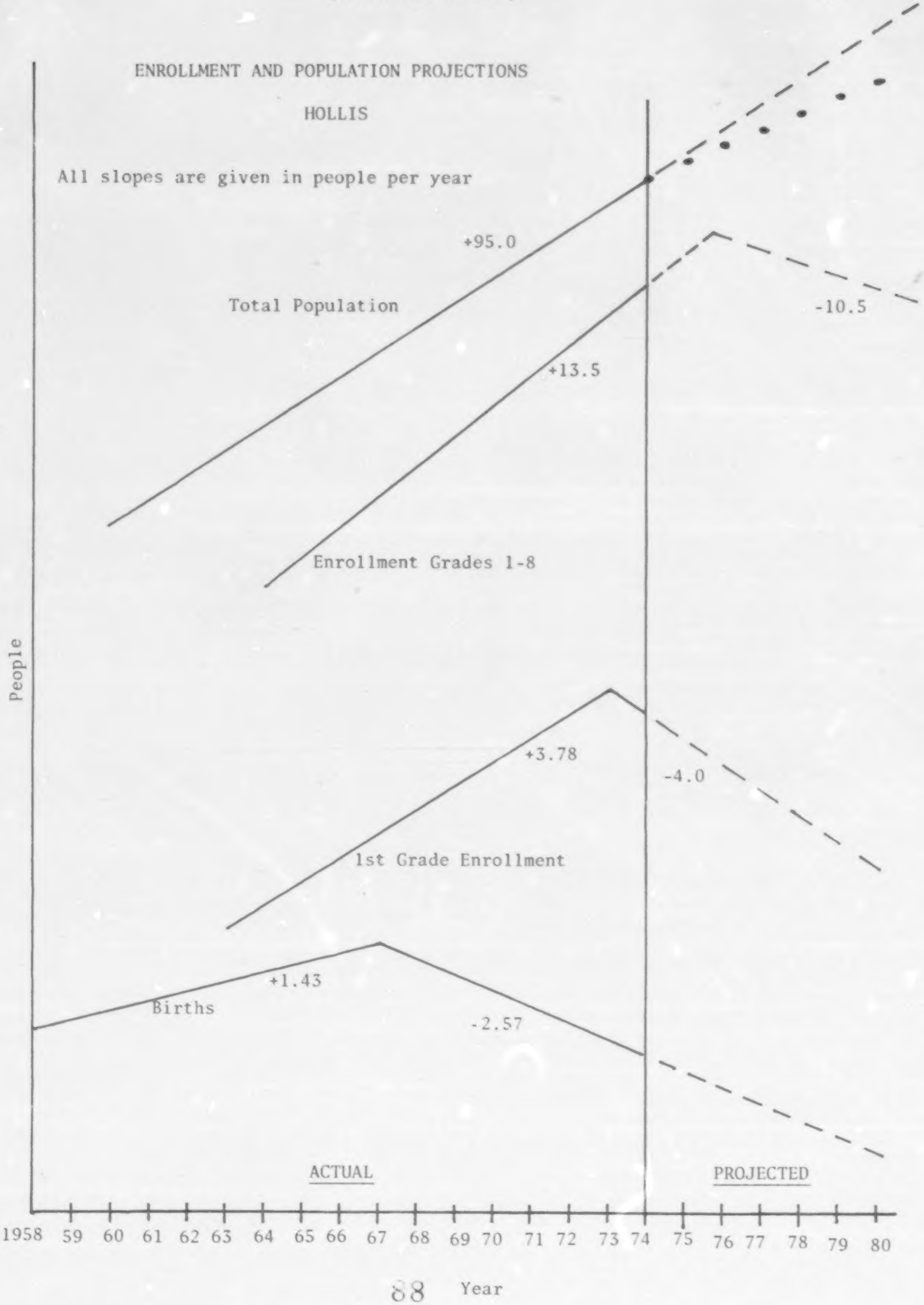
FIVE-YEAR COMPARATIVE CENSUS STUDY

SCHOOL DISTRICT: HOLLIS

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

AGE GROUP	70-71	71-72	72-73	73-74	74-75
*Resident Live Births	39	38	26	34	31
Less Than 1 Year	36	22	3	21	5
Age 1	42	46	30	18	27
2	35	46	30	39	22
3	50	44	50	40	39
4	37	49	47	49	59
5	67	42	43	54	58
6	56	73	54	56	49
7	74	65	64	57	63
8	54	73	68	71	49
9	66	61	82	73	81
10	60	66	61	83	67
11	57	59	69	56	85
12	46	71	75	76	72
13	77	56	66	81	79
14	53	71	63	71	75
15	68	55	73	65	72
16	63	65	66	72	64
17	37	46	62	58	70
Through 18	25	7	65	63	49
Sub-Totals					
0- 4	200	207	160	167	152
0- 5	267	249	203	221	210
5-11	434	439	441	450	452
12-13	123	127	141	157	151
14-17	221	237	264	266	281
5-17	778	803	846	873	884
6-18	736	768	868	882	875
Total 0-18	1003	1017	1071	1103	1085

*From Bureau of Vital Statistics Records



ENROLLMENT AND POPULATION PROJECTIONS

HOLLIS

All slopes are given in people per year

Hollis School District
Summary Data Report

School Census Information (A16)

	PUBLIC SCHOOLS Within District 5	PUBLIC SCHOOLS Outside District 6	PAROCHIAL SCHOOLS Within District 7	PAROCHIAL SCHOOLS Outside District 8	OTHER PRIVATE SCHOOLS Within District 9	OTHER PRIVATE SCHOOLS Outside District 10
Total No. of Children Ages 0-18 As of:						
Sept. 1, 1970	707			8		8
Sept. 1, 1971	726			9		6
Sept. 1, 1972	778	1		10		4
Sept. 1, 1973	826	2		9	2	1
Sept. 1, 1974	774			18	15	5

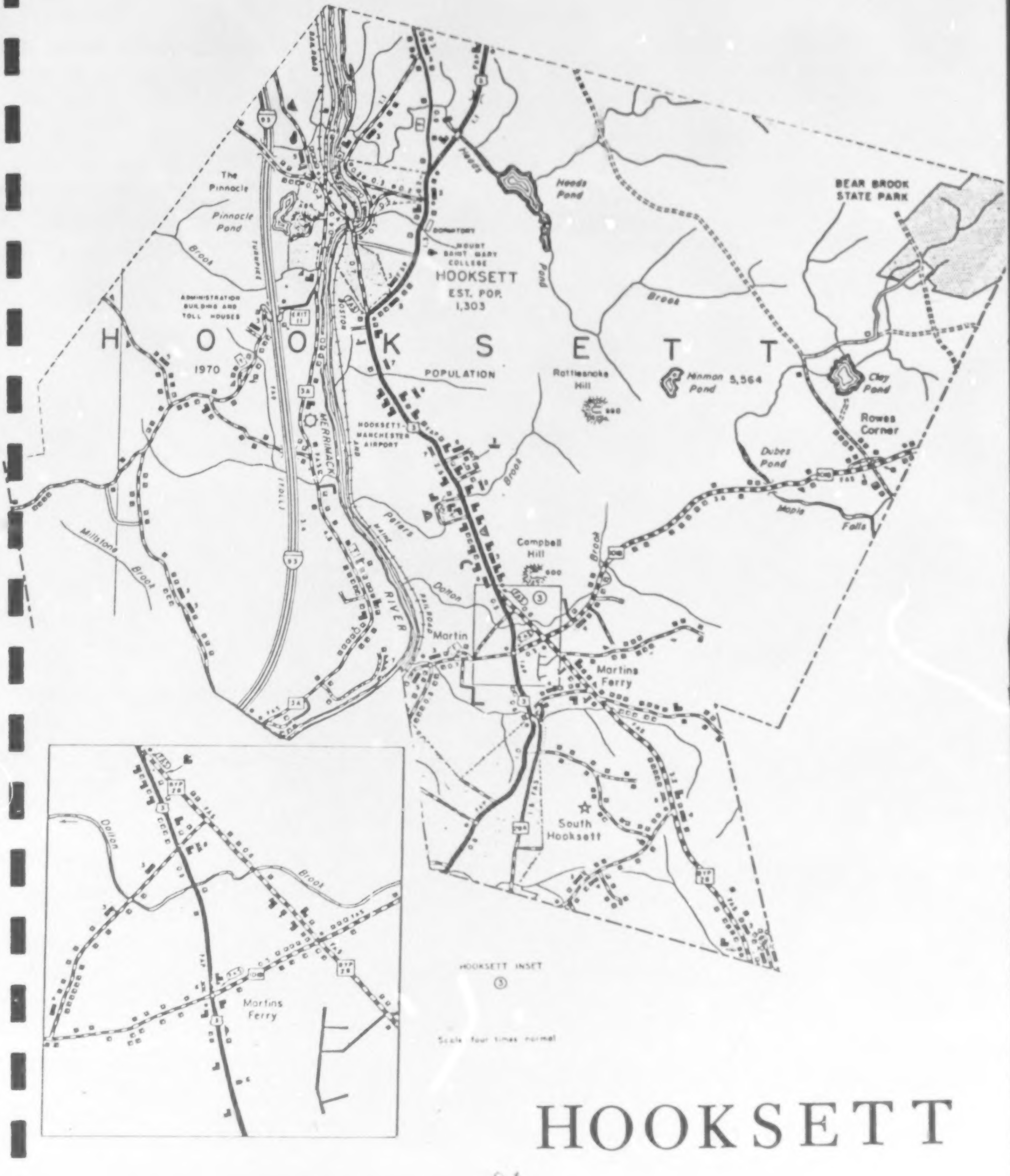
(ATTACHMENT F4)

COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

(Eligible for Vouchers) Census Total Col. 5&6	ADM in Res. Total	Census Total Col. 5-10	(District's Present Public School Loading) Unrepeated State Registration	Fall Enrollment Total	ADM in Attend. Total
828	853.0	840	1126	1078	1045.3

COMPARISON OF TUITION INFORMATION ('73-'74)

Tuition To:	(Fall Report) Elem.	Mid/Jr. High	High School	(Determination of Res. Pupil Member Elem.	Mid/Jr.High	High School
Pine Ridge Sch.-Vt.			1			
Mount Hope	3			2.0		1.0
Non-Residents Tuitioned From:						
Brookline					80.9	110.0
Nashua (Parents Pay)				0.4		4.0


The Pinnacle
Pinnacle Pond
Brook
Turnpike
Administration Building and Toll Houses
Exit 11
Mount Saint Mary College
Dormitory
HOOKSETT
EST. POP.
1,303
Heads Pond
Pond
Brook
H O O K S E T T
1970 POPULATION 5,564
Rattlesnake Hill
880
Hinman Pond
Bear Brook State Park
Clay Pond
Rowes Corner
Dubes Pond
Maple Falls
Hooksett-Manchester Airport
Merrimack River
Peters Brook
Dalton Brook
Campbell Hill
600
Martin
Martins Ferry
South Hooksett
Millstone Brook
Dalton
Brook
Martins Ferry
Hooksett Inset
③
Scale four times normal

HOOKSETT

COMMUNITY OF

HOOKSETT

Hooksett's geographic location set the direction for the town's growth. Situated on the Merrimack River between Concord and Manchester, Hooksett's waterways, rails and road transportation gave rise in the 1800's to flourishing industrial activity. Once canals and locks linked Boston, via the Charles River, and Concord, New Hampshire; and the town was then the scene of much tourist and business trade.

There are 37.1 square miles of land area in Hooksett. Manchester, Auburn, Candia, Deerfield, Bow, Dunbarton, and Goffstown are its bordering communities. Hooksett has 150.0 people per square mile as compared to 81.7 overall for New Hampshire. It is the most densely populated of the five towns seeking funds to establish an education voucher demonstration.

60.2% of the native American residents of Hooksett were born in New Hampshire and 18.1% of the total population have resided in the same dwelling since 1949 or earlier. No Blacks or Spanish-Americans are numbered among the 6,576 inhabitants but 3.8% of the population is foreign born.

Hooksett's employment profile reflects a concentration in business and industry and the town's proximity to an urban center. 18.2% of the employed persons do work of a clerical nature and 30.9% work in the industry related jobs of craftsmen, foremen, and non-transport operatives.

Hooksett families have a median income of $10,456. 51.9% of the families have an income of between $10,000 and $25,000 per year. Six families have earnings in excess of $50,000.

343 persons in families are below the poverty level.* 266 families and 10 unrelated persons receive public assistance or welfare benefits. $445,900 is expended for these purposes.

There are 1,677 year round housing units in Hooksett. Nearly 80% are single family dwellings. The incidence of poorly accommodated homes is somewhat less than that of the state.

11.9% of the Hooksett residents over 25 have completed less than an 8th grade education; for the state that figure is 9.3%. 52.5% have at least a high school education while statewide the figure is 57.6%.

The Hooksett school district supports two elementary schools and one junior high school. Enrollments in September, 1974, for these schools were: Jr. High - 253 students, Fred C. Underhill Elementary (1-6) 393 students, and Hooksett Village Elementary (1-6) - 365 students. Hooksett students at the secondary level attend, under short term tuition contracts, the following schools: Manchester Central - 336 students; Manchester West - 41 students; Raymond - 1 student, and Pembroke Academy - 16 students. In addition, seven elementary, one junior high and one high school student attend private schools outside the district for which the district assumes tuition liability. This accounts for a total of 1,405 school age children attending public schools within or outside the district and nine attending private schools outside the district.

The census report of September 1, 1974, indicates a total of 1,398 children attending public schools within or outside the district. The difference of seven children may be accounted for by either non-residency or incompleteness of census enumeration. This report also shows that 31 children attend parochial schools within the district, although there are none, and 61 attend parochial schools outside the district. There are 36 pre-schoolers attending private schools within the district, as are one 15 year old and one 18 year old. 32 children attend private schools (pre-school or other) outside the district.

*Poverty Level: families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

School District: Hooksett

Community Profile
Data Sheet

MIGRATION & POPULATION STABILITY[1]

Total Native Pop. 1970	5336	Population Density	150.0 People/Square Mile
% Born NH	60.2		
% " North East	22.7	Population Growth[2] 1974	6676
% " " Central	1.6	% Pop. Change 70-74	20.0%
% " South	1.5	% " " 60-70	49.9%
% " West	0.8		
% " Other	13.2	Population Projections[3] 1980	14,000
% Pop. in same Res.		" " 1990	19,500
1949 or earlier	18.1	" " 2000	24,000

School Age Population (0-18) for Year[4]	'74-'75
Total Attending School	1562
Total Not Attending for Various Reasons*	35

SCHOOL COMMUNITY INDICATORS, 1970 CENSUS[5]

A.	Estimated number of school-age children 5-17	1461
B.	Estimated number of disadvantage school-age children 5-17	271
C.	Percentage of disadvantage school-age children 5-17	18.58
D.	Estimated number of children ages 5-11	857
E.	Estimated number of children ages 12-13	225
F.	Estimated number of children ages 14-17	379
G.	Estimated number of pre-school age children under five (5)	502
H.	School growth index (ratio of pre-school age children under five (5) to school-age children 5-17)	0.34
I.	School-to-community load index (ratio of school-age children 5-17 to the 18-64 age group)	0.46
J.	Total census area population	5564
K.	Percentage of census area population non-white	0.47
L.	Average number of persons per household	3.5
M.	Percentage of children under 18 not living with a male parent	5.15

ADDITIONAL INFORMATION

Cost per pupil:[6]	Year '73-'74	Elementary	$807.70
		Middle/Jr. High	$786.13
		High	$950.58 **

Equalized Valuation per pupil:[7] $ 36,031 Year 1972 Pupils '73-'74

Transportation To Contiguous & Other Participating Districts[1]

	Miles		Miles
Allenstown	7	Dunbarton	9
Auburn	12	Goffstown	10
Bow	8	Hollis	38
Candia	13	Manchester	6
Deerfield	22		

Existing Alternative Programs within District.

None: 1974-'75

School District: Hooksett
(cont'd) p.2 Additional Information

Community Profile
Data Sheet

Family Income (% of Families):[1]

Under $1,000	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999	8000-8999	9000-9999	10,000-11,999	12,000-14,999	15,000-24,999	25,000-49,999	50,000 or more
1.1	2.5	4.1	2.7	1.7	3.0	5.8	6.8	8.4	8.6	23.2	14.3	14.4	2.9	0.4

Year Round Housing Units and Domicile Characteristics: [1]

# Year Round Units	% Units Unheated	% Units Heated by Fire, Stove	% Units-Shared Bath or None	% Units-Incomplete or Shared Kitchen	% Units-No Piped Water	% Units Cold Water	% Units-without Toilet or Shared	% Units-No Shower or Shared Shower or Tub
1677	0	2.7	4.6	2.6	0.7	2.9	1.1	1.7

Percent of Year Round Units by Persons Per Room:[1]

.50 or Less	.51 - .75	.76 - 1.00	1.01 - 1.50	1.51 or More
49.8	17.7	24.4	6.3	1.9

Percent of Persons 25 Years and Older by Years of School Completed:[1]

No School	Grs. 1-4	Grs. 5-6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll. 4	Coll. 5 or More
0.6	1.9	4.7	4.5	17.8	18.0	33.2	10.1	6.6	2.6

Housing Lacking Basic Facilities[8]	% 2.8
% of Work Force Unemployed [8]	% 4.4
Yearly Average Income of Weekly Wage Earner in Private Industry [8]	$ 8,241.00
Median Family Income [1]	$ 10,456.00
Public Aid Per Capita [8]	$ 6.75

Hooksett

Footnotes for Community Profile Data Sheet

1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.
2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planning, Concord, NH.
3. "Population Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.
4. Individual district's school census reports, Form A-16 for 1974-75.
5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C., December, 1972.
6. "Preliminary Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.
7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.
8. "Educational Disadvantage in New Hampshire" by Wh[illegible]temore-Abelson, 1975.

*Reasons for not attending school:
   a) Excused by School Board, State Board of Education or Commissioner of Education.
   b) Reached 14 or 16, completed elementary but not high school.
   c) Completed high school.
   d) Reached age 16 though not completed elementary school.

**Calculated from individual district's Financial Report 1477.10 Account and "Determination of Resident Pupil Membership."

(ATTACHMENT C5)

FIVE-YEAR COMPARATIVE CENSUS STUDY

SCHOOL DISTRICT: HOOKSETT

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

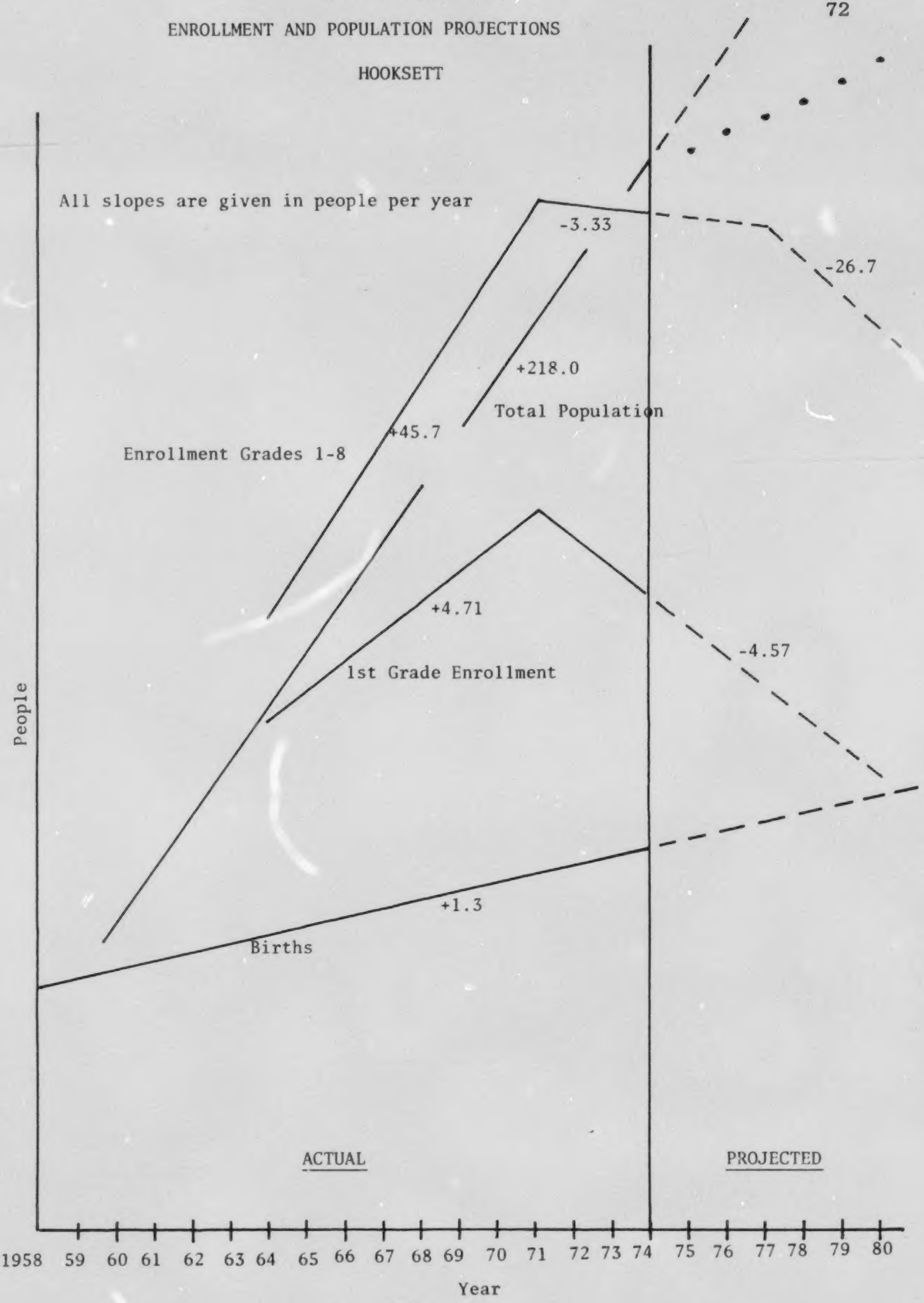
AGE GROUP	70-71	71-72	72-73	73-74	74-75
*Resident Live Births	86	92	65	70	75
Less Than 1 Year	80	87	62	48	71
Age 1	100	88	94	55	73
2	74	94	104	77	88
3	116	90	106	103	99
4	108	116	97	102	120
5	122	99	121	113	115
6	133	128	112	112	118
7	141	133	130	109	129
8	118	134	137	135	121
9	130	109	143	127	133
10	128	142	113	135	141
11	120	121	145	120	135
12	112	121	119	136	108
13	115	109	123	111	146
14	128	114	120	117	135
15	80	104	118	115	120
16	98	89	110	129	107
17	63	81	100	101	103
Through 18	61	47	76	60	43
Sub-Totals					
0- 4	478	475	463	385	451
0- 5	600	574	584	498	566
5-11	892	866	901	851	892
12-13	227	230	242	247	254
14-17	369	388	448	462	465
5-17	1488	1484	1591	1560	1611
6-18	1427	1432	1546	1507	1539
Total 0-18	2027	2006	2130	2005	2105

*From Bureau of Vital Statistics Records

(ATTACHMENT E5)

ENROLLMENT AND POPULATION PROJECTIONS

HOOKSETT



Hooksett School District
Summary Data Report

School Census Information (A16)

	PUBLIC SCHOOLS		PAROCHIAL SCHOOLS		OTHER PRIVATE SCHOOLS	
	Within District	Outside District	Within District	Outside District	Within District	Outside District
Total No. of Children Ages 0-18 As Of:	5	6	7	8	9	10
Sept. 1, 1970	981	277		116	14	16
Sept. 1, 1971	970	326		109	10	8
Sept. 1, 1972	1005	409	2	85	41	37
Sept. 1, 1973	1176	202	24	53	14	21
Sept. 1, 1974	1167	231	31	61	40	32

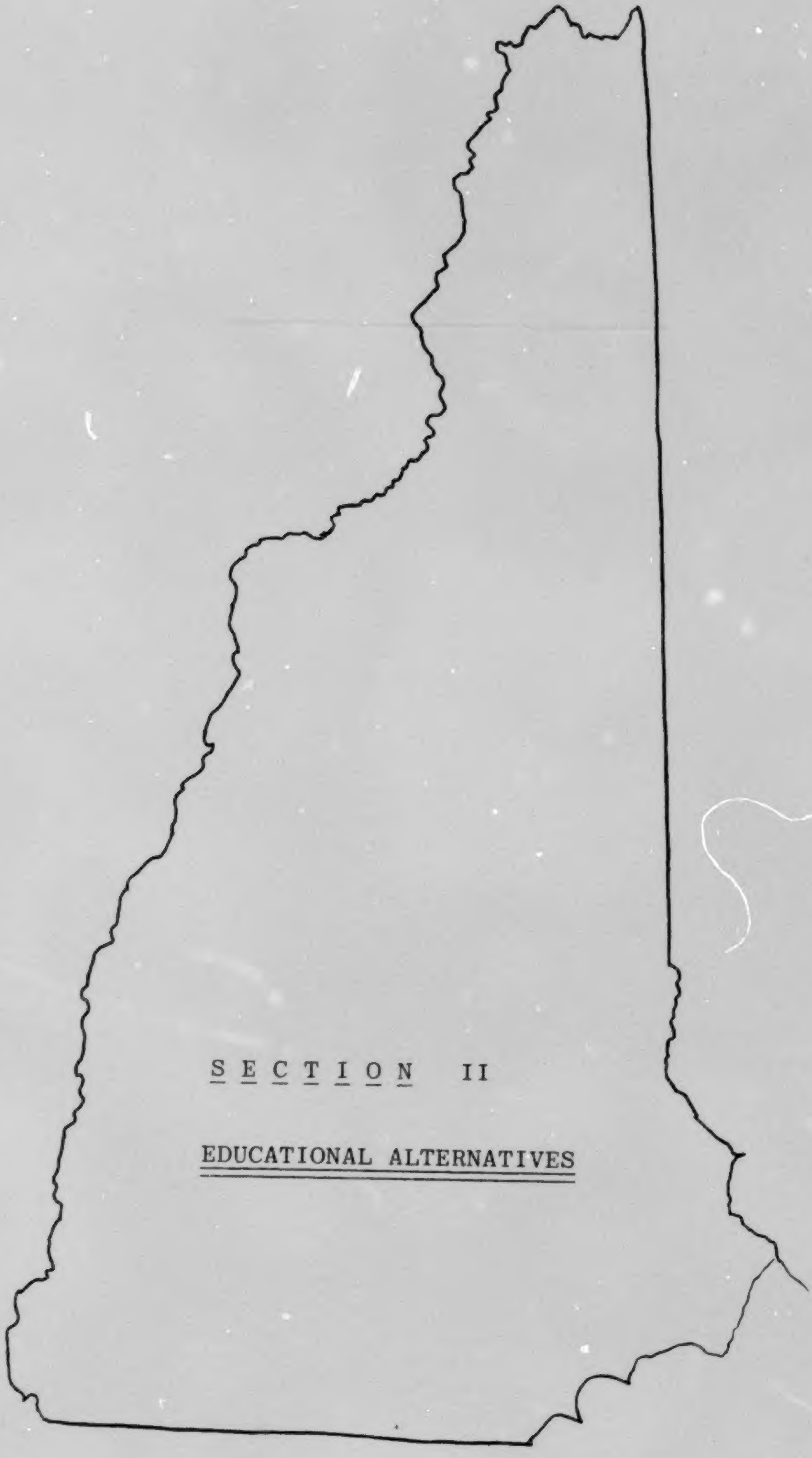
COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

(Eligible for Vouchers)			(District's Present Public School Loading)		
Census Total Col. 5&6	ADM in Res. Total	Census Total Col. 5-10	Unrepeated State Registration	Fall Enrollment Total	ADM in Attend. Total
1378	1420.2	1490	1050	1039	1031.7

COMPARISON OF TUITION INFORMATION ('73-'74)

	(Fall Report)			(Determination of Res. Pupil Member		
Tuition To:	Elem.	Mid/Jr. High	High School	Elem.	Mid/Jr. High	High School
Pine Haven	2			3.0		
SS for R. Derry	2			2.0		
Easter Seal	1			3.0		
Crotched Mt.	1			1.0		
Amoskeag School	2					
Manchester Rehab(MARC)	1			1.0		
Pembroke Academy						12.9
Amer. Sch.-Deaf						0.8
Manchester				1.0		367.9
Non Residents Tuitioned From:						
Auburn				0.4		
Candia (Parent Pay)					3.7	

(ATTACHMENT F5)



SECTION II

EDUCATIONAL ALTERNATIVES

EDUCATIONAL ALTERNATIVES

The necessity to define alternative follows from the concept of "choice" as defined elsewhere. In the N.H. Voucher Model each parent must be able to choose education for his child. In order to choose, there must be more than one school; consequently, there must be an alternative school, or better yet, many school options. The question is what constitutes this "alternative" or, more precisely, this "alternative school."[1]

All parents must be able to send their children to an approved public or private non-sectarian school other than the local neighborhood school to which the children are presently assigned or assignable. This means that the voucher value must be sufficiently high so that the voucher will cover the total cost (tuition and transportation) of attending at least two such approved schools. It does not mean nor imply that the voucher has to cover the cost of attendance at more than two alternative schools although it may.

---

[1] Alternative as used in these position papers when referring to a school (or as otherwise used) applies specifically to suppliers or sellers of educational services. To use the language of RSA-194, the parent must be able to choose between, at least, two "eligible providers." An alternative exists if the voucher provides the parent with the option of sending his child to more than one "eligible provider." No further reference or elaboration need be made to staff, program, or facilities. It is assumed that at least two such autonomous eligible providers is sufficient to generate a supply response in terms of such variables as staff, curriculum, and facilities--if the strength of demand should so warrant.

Alternative is not used, when applied to schools, to refer to "alternative schools" in the restricted technical sense of a school which offers an educational program opposed to the usual conventional curricula which are not customarily available in most public and private schools.

The voucher value should cover the total educational expense of the student at two or more approved schools within the geographical area for which free transportation is already publicly provided. The alternative approved schools in such event, however, must actually be schools as elsewhere previously defined, i.e., they must be so recognized or accepted by the State Board of Education. A school district will give parents sufficient voucher dollars so that they can effectively choose an approved school other than the neighborhood school, regardless of whether the local school is organized into special programs, exotic groupings, or what have you.

On the other hand, a community may meet the "alternative school" requirement by creating, or by continuing to maintain, at least two State Board recognized public schools of the same grade level in the local community. These schools need not be geographically separated, although they may and probably will be. Two duly constituted approved schools might possibly share some joint physical facilities and some staff. The important criterion whereby to judge the existence of two alternative schools is "is each as capable as the other in every aspect of reacting independently to parental demand in terms of personnel, curriculum, staff, and facilities?"

No district is required to operate two such independent schools--or even one. All that is required is that the district's voucher plus the provision for free transportation be sufficient to allow the parent to choose between at least two recognized schools somewhere within the U.S., either locally or distantly. Where alternatives are provided outside the district, the question of independence is moot.

EDUCATIONAL ALTERNATIVES

Purpose

The New Hampshire Education Voucher Model prescribes that parents be afforded choice between two alternatives for each child for education at public or private non-sectarian schools.

Although the Model states that these alternatives may be selected from a full range of public and private non-sectarian schools in the United States which meet with the approval of the New Hampshire State Board of Education, it was felt that a sufficient number of alternatives could be identified among the schools in the voucher district and in those districts contiguous to the voucher district.

Procedure

In order to provide voucher parents with an awareness of the existing alternatives for public and private non-sectarian education within their own voucher districts and in those districts contiguous to the voucher district, we identified the schools in question (See Attachment G), queried them through their superintendents and local boards as to their willingness to accept voucher students, and requested that they complete a school descriptive statement.

The school descriptive statement (See Attachment H) was developed to facilitate the collection of data from which descriptive statements of educational alternatives could be drawn for parents.

The school descriptive statement was reviewed and critiqued by the superintendents of the voucher district, our staff, and consultants.

The school descriptive statements will be mailed to principals under a cover letter indicating our willingness to assist them if they so desire. Upon receipt of the completed statements at our office, a narrative statement will be written summarizing the important facts about the school.

School administrators and teachers in the voucher district schools will review the descriptive summary as written by our staff and be provided an opportunity for whatever update or corrections they deem necessary.

In the contiguous district schools, the review, update/correction will be done by administrators only.

A collection of these narrative descriptors will be bound in a catalog for presentation to parents from which they will choose the alternative for their child.

This summary for each school will include:

GENERAL INFORMATION - school name, address, phone number, principal's name, date school was founded or built, capacity of the school, grade levels contained in the school and whether the school is public or private, non-sectarian, tuition.

ADMISSIONS CRITERIA - a statement of the school's admission's criteria, if any.

ORGANIZATION OF THE SCHOOL - traditional, open, individualized.

GOALS OF THE SCHOOL -

SPECIAL PROGRAMS AND SERVICES - guidance, tutoring, speech therapist, etc.

EDUCATIONAL POLICIES - grading, ability groupings, homework.

CO-CURRICULAR ACTIVITIES - field trips, clubs, organizations.

STAFF DATA - instructional, administrative and special, experience, degrees, turnover.

STUDENT EVALUATION - type of, frequency, parent involvement.

PARENT/SCHOOL INVOLVEMENT - PTO, volunteers.

PHYSICAL FACILITIES - gymnasium, cafeteria, music room, etc.

RESULTS

As of this writing, of the eleven superintendents contacted (by mail, phone, and personally)--ten in New Hampshire and one in Massachusetts--in regard to surveying the principals of approximately 70 public schools in their unions in contiguous districts, nine superintendents have responded.

Of the nine responding:

--two have granted blanket permission to survey the principals in their union.

--one indicated that he would consider receiving students on a case-by-case basis at one high school only in his district--the other schools, elementary through high school, are overcrowded.

--two denied permission because of existing overcrowded conditions and/or local board policy not to accept tuition students.

--the remaining superintendents have acknowledged our request but must await a decision by their local boards which we anticipate before the end of August.

A direct request for completion of the school descriptive statement is being made to the directors of the private schools both in the voucher district as well as those contiguous.

Contact was made with the superintendent of the Diocese of Manchester relative to participation in the project. Due to the fact that sectarian institutions will not be allowed to participate, it was felt that requesting completion of the school descriptive statement at this time would be an imposition on the local school administrators within the Diocese.

CONCLUSION

The school descriptive statements and the form letters to principals have been printed and will be disseminated to those principals for which we received permission during the first week of August and thereafter upon additional receipt of permission from superintendents.

Needless to say, we are in the hope of receiving positive responses from the superintendents whose local boards have not met as of this date. Assuming such a positive response, we anticipate a complete turnaround from dissemination of the school descriptive statements to the principals, receipt of the completed statements from the principals, and the return to them for review our summary statement by the end of September. The principals, et al, will return their corrected copy to us where we will retain it on file until further updating is requested of them during the spring of 1976.

This copy will then be printed for dissemination among the parents in the voucher district.

(ATTACHMENT G)

Contiguous Districts
Public Schools - New Hampshire

DISTRICT	SCHOOL	GRADES	ADMINISTRATOR
Amherst	SU #41 - Roland L. Schoepf, Supt. - HOLLIS		
	Clark	1-2	Richard Elbert
	Harold H. Wilkins	3-4	Richard Elbert
	Middle	5-7	Paul D. Collins
Auburn	SU #15 - David R. Cawley, Supt. - HOOKSETT		
	Village	1-8	Bernard T. Cote
Bow	SU #19 - Antonio G. Paradis, Supt. - GOFFSTOWN		
	Memorial	K-9	John T. Lyford
Brookline	SU #41 - Roland L. Schoepf, Supt. - HOLLIS		
	Elementary	1-6	Richard Maghakian
Chester	SU #14 - Francis C. Wilson, Supt. - EPPING		
	Grammar	1-8	Arthur G. Scott, Jr.
Dunbarton	SU #19 - Antonio G. Paradis, Supt. - GOFFSTOWN		
	Elementary	1-6	William Zeller
Epsom	SU #53 - Gerald A. Croteau, Supt. - PEMBROKE		
	Central	Ung., 7-8	Raymond Bourque
Goffstown	SU #19 - Antonio G. Paradis, Supt. - GOFFSTOWN		
	High	7-12	Robert O. Moulton
	Upper Elementary	5-6,Sp.	William H. Brendle
	Bartlett	1-4	Leon J. Cote
	Maple Avenue	1-4,Sp.	Wayne L. Evans
Manchester	SU #37 - Henry J. McLaughlin, Supt. - MANCHESTER		
	Central High	9-12	William A. Burns
	Memorial High	9-12	Leonard F. Foley
	West High	9-12	Charles J. Quinn
	Hillside Jr. High	7-8	George R. Campbell
	Parkside Jr. High	6-8	Arthur B. Whitmore
	Southside Jr. High	7-8	William A. Varkas
	Ash Street	Special	Joseph G. Flynn
	Bakersville	K-6,Sp.	Robert L. Horan
	Brown Primary	K-2	Rose Masavage
	Brown Middle	3-5	John White
	Chandler	K-6	James F. McKeon
	Goffe's Falls-Highland	K-6	Jeanette Saigh
	Gossler Park	K-5	Anastas S. Christo
	Green Acres	K-6	John E. Devine
	Hallsvill	K-6	William P. Shea
	Jewett	K-6	Chester B. Brach
	Maynard	Sp.	Francis X. Larkin
	Parker-Varney	1-6	Henry J. McTague
	Pearl Street	K-3	James F. McKeon

Contiguous Districts (cont'd)
Public Schools - New Hampshire

DISTRICT	SCHOOL	GRADES	ADMINISTRATOR
Manchester			
	Smyth Road	K-6	Michael J. Murphy, Jr.
	Straw	K-6	Dudley W. Walsh
	Varney	K and 6	Conrad Fortin
	Webster	K-6	Walter L. Mahan
	Weston	K-6	Roger A. Guillemette
	Wilson	K-6	John O'Malley
	Youngsville	1-6	Roger A. Guillemette
	Center City Community	K-6	Edward Ganem
Merrimack	SU #26 - Claude H. Leavitt, Supt. - BEDFORD		
	High	9-12	H. Dana Taylor
	Mastricola Middle	6-8	Ralph Smith, Jr.
	James Mastricola Elementary	1-5,Sp.	Paul Lashua
	Reed's Ferry	1-5,Sp.	Kenneth Taylor
	Thornton's Ferry	1-5,Sp.	Chester Buck
Milford	SU #40 - Julius J. D'Agostino, Supt. - MILFORD		
	Area Senior High	9-12	Ronald R. Berry
	Area Junior High	7-8	James R. Stetson
	Garden Street	1-2	Doris Rebidue
	Lt. Jacques Memorial	3-4	Doris Rebidue
	Bales Elementary	5-6,Sp.	Doris Rebidue
Nashua	SU #42 - Berard Masse, Supt. - NASHUA		
	Senior High	9-12	Thomas Stylianos
	Fairgrounds Jr. High	7-8	Lawrence E. O'Mara
	Spring Street Jr. High	7-8	Charles Cote
	Amherst Street	1-6	Joan Murphy
	Arlington Street	1-6	Joan Murphy
	Birch Hill	1-6	Phyllis R. Bryant
	Broad Street	1-6	Nicholas Kontinos
	Charlotte Avenue	1-6	Walter Toohig
	James B. Crowley	1-6,Sp.	Thomas M. Huskie, Jr.
	Fairgrounds Elementary	1-6	Katherine E. Sweeney
	Ledge Street	1-6,Ung.	George Farris
	Main Dunstable	1-6	Peter Kageliery
	Mt. Pleasant	1-6	Gloria Egan
	New Searles Road	1-6	Mary C. Small
	Sunset Heights	1-6,Sp.	Charles Katsohis
	Temple Street	1-6,Sp.	William Volante
Nottingham	SU #44 - Charles H. Morgan, Supt. - FARMINGTON		
	Elementary	1-8	Charles C. Karacas
Northwood	SU #44 - Charles H. Morgan, Supt. - FARMINGTON		
	Elementary	1-8	Thomas Conway

Contiguous Districts (cont'd)
Public Schools - New Hampshire

DISTRICT	SCHOOL	GRADES	ADMINISTRATOR
Pembroke	SU #53 - Gerald A. Croteau, Supt. - PEMBROKE		
	Elementary	4-8	Rene Demers
	Hill	1-3,Sp.	Rene Demers
	Pembroke Academy	9-12	William H. Marston
Raymond	SU #15 - David R. Cawley, Supt. - HOOKSETT		
	Consolidated High	7-12	John J. Callaghan
	Consolidated Elementary	1-6	Edward Donovan

Approved Public Academies

Northwood	Coe-Brown Academy	9-12	B. Lee Mason

Voucher Districts
Public Schools - New Hampshire

DISTRICT	SCHOOL - ADDRESS	GRADES	ADMINISTRATOR
Allenstown	SU #53 - Gerald A. Croteau, Supt. - PEMBROKE		
	Allenstown Elementary School 30 South Main Street Suncook, NH 03275 Tel. 485-9574	1-5	John Larkin
	Upper Elementary School 10 School Street Suncook, NH 03275 Tel. 485-4474	6-8	John Larkin
Candia	SU #15 - David R. Cawley, Supt. - HOOKSETT		
	Moore School Candia, NH 03034 Tel. 483-2251	1-8	Timothy L. Sweeney
Deerfield	SU #53 - Gerald A. Croteau, Supt. - PEMBROKE		
	George B. White School Deerfield, NH 03037 Tel. 436-7422	1-8	Frederick Champion

Voucher Districts (cont'd)
Public Schools - New Hampshire

DISTRICT	SCHOOL - ADDRESS	GRADES	ADMINISTRATOR
Hollis	SU #41 - Roland L. Schoepf, Supt. - HOLLIS		
	Hollis Elementary School Hollis, NH 03049 Tel. 465-2260	1-5	Gordon Bean
	Hollis Middle School Hollis, NH 03049 Tel. 465-2223	6-8	Robert McGettigan
	Hollis High School Hollis, NH 03049 Tel. 465-2270	9-12	Bruce Morrison
Hooksett	SU #15 - David R. Cawley, Supt. - HOOKSETT		
	Fred C. Underhill School Martins Ferry Road Manchester, NH 03106 Tel. 623-7233	1-6	George P. Sullivan
	Hooksett Memorial School D.W. Highway Hooksett, NH 03106 Tel. 485-9959	7-8	John H. McCarthy III
	Hooksett Village School Hooksett, NH 03106 Tel. 485-9890	1-6	Frederick Reischer

(ATTACHMENT G)

Contiguous Districts
Approved non-public elementary and secondary schools - New Hampshire

DISTRICT	SCHOOL	GRADES	PRINCIPAL
Manchester	The Derryfield School	7-12	Ralph J. Scozzafava
	Miss Jacques Private School	K-8	Aliette Jacques
	N.H. Youth Development Center	7-10	Michael Morello
Nashua	Mautabon School	9-12	Ruth B. McKay
	Nashua Christian High School	7-9	George Leyh, Jr.
Northwood	Northwood Christian School	1-6	Robert E. Chandler
Suncook	Pembroke Place	7-12	Ernest L. Freeman

Approved non-public special education schools and programs

DISTRICT	SCHOOL	PRINCIPAL
Manchester	Easter Seal Rehab. Ctr.	Larry Gammon
	*Miss Jacques Private School	Aliette Jacques
Nashua	**Mount Hope School	Jon C. Gale

*Approved for Mentally Retarded and Learning Disabled only.
**Approved for Educable Mentally Retarded and Trainable Mentally Retarded only.

Approved development centers in N.H. servicing the handicapped in conjunction with the office of mental retardation

Manchester	Manchester Association. For Retarded Children-Moore Center	Beverly Arel, Exec. Director
Nashua	Mount Hope Development Ctr.	Jon C. Gale, Director

Approved work activity programs in N.H. servicing the handicapped in conjunction with the office of mental retardation

Manchester	Manchester Association for Retarded Children-Moore Center	Beverly Arel, Exec. Director
	Mount Hope Rehab. Workshop	Gardner Conley, Dir.

(ATTACHMENT G)

Contiguous Districts
Public Schools - Massachusetts

DISTRICT	SCHOOL & ADDRESS	GRADES	ADMINISTRATOR
Ashby	North Middlesex Regional School District - Charles E. Fox, Acting Superintendent		
	Ashby Elementary School Ashby, MA 01431	K-6	Alan Foresman
Pepperell	North Middlesex Regional School District - Charles E. Fox, Acting Superintendent		
	Clara M. Shattuck School Main Street Pepperell, MA 01463	1,2,4	William Smith
	Groton Street School Groton Street Groton, MA 01463	1-2	William Smith
	North Middlesex Reg. Kindergarten Tarbell Street Pepperell, MA 01463	K	William Smith
	Peter Fitzpatrick School Main Street Pepperell, MA 01463	1,3,4,5,6	William Smith
	Spaulding Memorial School Main Street Pepperell, MA 01463	K-6	Norman May
Townsend Harbor	North Middlesex Regional School District - Charles E. Fox, Acting Superintendent		
	North Middlesex Regional Jr. - Sr. High School Main Street Townsend Harbor, MA 01469	7-12	Robert Hargraves

(ATTACHMENT H)

EDUCATION VOUCHERS STUDY/PLANNING PROJECT

SCHOOL DESCRIPTIVE STATEMENT

Instructions: Please react to the following statements as they relate to your school for the school year 1974-1975.

*NAME: ______________________________ ____________________
*(individual completing this form) date completed

I. GENERAL INFORMATION

School Name: ______________________________

School Address: ______________________________

School Phone Number(s): ______________________________

School Administrator: ______________________________

Date when school was founded or built: ____________________

School Sponsor: ______________________ i.e., non-profit organization, public board, religious organization

II. STUDENT COMPOSITION

A. The school is (check one) coed ________, all boy ______, all girl ________.

B. The current student enrollment by grade or age is as follows:

pre-school	________	________	age or 7	________	________
	(enrollment)	(classes)			
age or K	________	________	age or 8	________	________
age or 1	________	________	age or 9	________	________
age or 2	________	________	age or 10	________	________
age or 3	________	________	age or 11	________	________
age or 4	________	________	age or 12	________	________
age or 5	________	________			
age or 6	________	________	TOTAL	________	________

C. The average class size is ____________ students.
(number)

D. Identify factors that determine class size.

(1) ______________________________

(2) ______________________________

(3) ______________________________

E. The total pupil capacity of the school is ____________.
(number)

F. The school program could expand to accept more students.

(1) Circle one. TRUE FALSE

(2) If TRUE, identify how many more students could be accepted ____________
(number)

G. The school serves a "special" student population.

(1) Circle one. TRUE FALSE

(2) If TRUE, the type is ________handicapped__________
(check here) (number)
________gifted __________

________other, identify________

____

H. Plans are now in process for increasing or decreasing student enrollment.

(1) Circle one. TRUE FALSE (increase______,decrease______)

(2) If TRUE, please identify whether increase or decrease will result and why this shift is occurring.

____

____

III. ADMISSIONS CRITERIA

A. This school has admissions criteria.

(1) Circle one. TRUE FALSE

(2) If TRUE, please list criteria.

____

____

____

B. This school has an admissions waiting list.

(1) Circle one. TRUE FALSE

(2) Identify number____________.

IV. FACILITY

A. Please identify which of the following facilities are available at your school:

____auditorium
____gym
____cafeteria
____library
____conference rooms

____outdoor play area
____indoor play area
____music room
____art room

____science lab
____language labs
____vocational shops
____general classrooms
____other

Other comments on facility:____

____

____

V. SCHOOL STAFFING

A. Please note the number of school instructional staff: full-time__________

part-time__________

(1) Please note the number of school administrators on staff:

full-time____________ part-time____________

(2) Please note the number of specialists and type of specialist on staff and whether they are part-time or full-time:

________________________ ________________________

________________________ ________________________

________________________ ________________________

B. Please note criteria by which staff is hired for instructional and administrative positions - i.e., state certification, degrees, special skills, etc.____

____

____

C. Please note the number of teachers and administrators that are currently on the school staff with:

	FULL-TIME	PART-TIME
special credentials		
Bachelors		
Bachelors plus graduate work		
Masters		
Masters plus graduate work		
Doctorate		

D. Teachers are generally hired (check one):

_____1) on a renewable one-year contract
_____2) on a contract for more than one-year
_____3) without an employment contract
_____4) other (identify)

E. Please indicate the average teacher turnover per year.

(______________average number per year)

F. Please list the number of support personnel:

	FULL-TIME	PART-TIME
clerical	________	________
custodial	________	________
other	________	________

G. Please describe the teacher or school staff evaluation process. (Please address who evaluates whom and how often.)

____

____

____

____

____

VI. SCHOOL FINANCE

A. Please give the annual student tuition for your school,$___________.

B. Indicate if your school awards scholarships. Circle one. YES NO

C. Please indicate the annual per pupil cost of education (estimated)$__________

D. Please identify income sources and amount.

Total annual income: ____________________

$ from local public support (school board) ____________________

$ from tuition ____________________

$ from government funds: (federal) ____________________

(state) ____________________

$ from endowment ____________________

$ from foundations ____________________

$ from school-sponsored events ______________________

$ from other sources ______________________

E. Please indicate total monies spent in school 1974-1975, $__________________.

VII. TRANSPORTATION

A. Please identify the transportation policy for your school. (Attach, if lengthy document.)

____

____

____

____

B. Please indicate type and number of students using the following:

(Please check) _____walk to school ____________(number)

_____private carrier (school coordinated) ____________

_____public carrier ____________

_____parent provided ____________

_____student provided ____________

C. Please indicate the annual per pupil cost for transportation $______________.

VIII. SCHOOL/PROGRAM GOALS

A. Every school has educational priorities or goals for its pupils. Please select the five priorities you consider to be the most important for the school. You will no doubt want to choose more than five, but in order for that comparison to be made, it would be most helpful to limit yourself to the five you consider to be most important for the pupils.

_____Pupils must master the basic academic studies (reading, math, etc.).

_____Pupils must be helped to reach their maximum individual ability.

_____Pupils determine in large part what they want to learn.

_____Students are helped to become physically & mentally healthy.

_____Students are taught moral and social behavior (respect, reliability, courtesy, obedience, etc.).

_____Pupils are involved in making decisions and learning self discipline.

_____Students' individual talents and abilities are identified and nurtured.

_____Pupils are taught good citizenship and patriotism.

_____Children are given a sense of self-confidence and self-pride.

_____Pupils are given substantial help with reading.

_____Students are prepared for higher education and college.

_____Students are prepared for a useful vocation or career.

_____Pupils are taught how to study.

_____Pupils are taught to cooperate and help each other.

_____Pupils are motivated to enjoy and pursue learning.

_____Pupils are involved in community service.

_____Pupils are encouraged to experiment and make choices.

_____Pupils are helped to complete a rigorous standard curriculum.

_____Students are taught to adjust to a democratic society.

_____Students are taught to think, question, and take initiative.

____

____

____

B. Please identify the specific measurement tools the school uses to judge these objectives.

____

____

____

____

C. Please characterize the organization of the school's classrooms, e.g., traditional: where students sit in the same place and teachers direct most of the activities, open: where students don't always sit in the same seat and both teachers and students direct the activities, other: identify.

____

____

D. Please describe the policy for placing students in classrooms, i.e., classrooms are homogeneous, heterogeneous, etc.

____

____

____

E. Please describe the method and materials for teaching reading.

____

____

____

F. Please describe the method for teaching math.

____

____

____

IX. STUDENT EVALUATION

A. Students are given written exams.

(1) Circle one. TRUE FALSE

(2) If TRUE, indicate how often.__________________

B. Exams are: (check items applicable)

____teacher-prepared

____standardized

____other (identify__________________)

C. Identify subject areas in which standardized exams are used.

D. Results of standardized tests are made known to: (check items if applicable)

____parents ____teachers ____students ____administrators

(1) Please indicate dissemination process.____________________________

____

____

E. Describe other methods of measuring pupil progress during the year , i.e., teacher observation, self-evaluation.____________________

F. Comprehensive program evaluations are performed each year.

(1) Circle one. TRUE FALSE

(2) If TRUE, indicate how evaluated.____________________

G. Please identify special programs offered by the school, e.g., guidance, health, tutoring.____________________

H. Please indicate special services available at or through the school, e.g., psychologist, speech therapist.____________________

I. Please describe school policies regarding:

grading and report cards____________________

homework____________________

promotion to next grade____________________

detention and suspension____________________

X. EXTRA CURRICULAR ACTIVITIES

A. Please identify activities, clubs or organizations available to the students at your school.

____

____

____

____

XI. PARENT/SCHOOL INVOLVEMENT

A. Please identify parent organizations: (check one) _____ a Parent-Teacher Association, _____Parent-Teacher Organization, _____Other.

B. Please indicate the average attendance at the parent meetings____________.
(number)

C. How often are parent-teacher conferences scheduled________________________.
(frequency)

D. Please indicate the extent to which parents are involved in decisions regarding curriculum, staffing, or facilities_____________________________

____

____

____

XII. ADDITIONAL INFORMATION

A. Person to be contacted for additional information: ______________________________

____

Telephone Number: ____________________________

B. Individual statements cannot always completely describe the philosophy, personality, or unique qualities of a particular school. In one or two paragraphs please describe your school as it is today.

SECTION III

COMMUNITY INFORMATION PROGRAM

COMMUNITY INFORMATION

Purpose

The community information program will provide the residents of the voucher districts with voucher information--both pro and con--through the processes of bulk mailings, press coverage, and public meetings.

The community information program will facilitate the casting of an "informed" vote by the voters of the voucher districts at their annual school district meetings in the spring of 1976.

Procedure

Our primary obligation is to ensure that the entire voting population of the participating districts be kept informed--during Phase I, at an awareness level and during Phase II, with specific information relative to the voucher and implications for their respective districts.

With this in mind, mailing lists were developed, public media were identified (See attachment I), and a tentative schedule of public information strategies was established. (See attachment J).

Three "awareness" level brochures have been written with a fourth to follow completion of a community survey. The three brochures (See attachments K1 - K3) discuss, in order of dissemination, WHAT IS AN EDUCATION VOUCHER?, CONCEPTS AND CONTROVERSIES OF EDUCATION VOUCHERS, and HOW THE NEW HAMPSHIRE EDUCATION VOUCHER SYSTEM WORKS.

We shall disseminate the first three brochures through the direct bulk mailing process to all residents of the participating districts at bi-weekly intervals starting in late August and ending in September. A sufficient quantity of these brochures has been printed to allow for distribution at public meetings also.

The fourth, more comprehensive brochure, will include some of the reactions obtained in the community survey--dissemination also to be done through direct mail to all residents of the participating districts, tentatively planned for late November.

School boards, school administrators, teachers, parents, students, and community members will be kept aware of process/progress through group meetings scheduled throughout the study and planning year. These meetings will be supplemented with newsletter type communications.

Press releases will precede and/or follow community meetings with background information provided for the press prior to the meetings.

Results

The resident mailing lists are near completion as of this date. The "awareness" brochures are being printed. Meetings have been and/or are being held with school board members and school administrators. Teachers were provided informational meetings in late May, with more tentatively scheduled throughout the coming year.

Community group meetings are scheduled to begin in the fall with the first scheduled to meet with town officials of the respective voucher districts some time during October. Parent and other community group meetings will be scheduled as interest is generated.

Conclusion

School board members and school administrators in the voucher district have been kept informed regarding the process and progress of the study and planning project.

Teachers in the voucher district have base level awareness of the voucher concept. Awareness sessions were afforded teachers in each district late last spring; however, attendance levels varied so all teachers do not have the same level of awareness.

Parents and other residents in the voucher districts will receive the first in a series of information brochures at the end of August. They will have opportunities for input for the first time during September while the community survey is being conducted. New avenues for public forum have to be developed in the voucher communities as many of these communities have few existing civic clubs or service organizations. It is hoped that dissemination of the series of brochures will spark an interest in public meetings.

(ATTACHMENT I)

PUBLIC INFORMATION MEDIA

Television Channels

WMUR-TV	Manchester Durham

Radio Stations

WKXL	Concord
WTSN	Dover
WFEA	Manchester
WGIR	Manchester
WKBR	Manchester
WOTW	Nashua
WSMN	Nashua
WBBX	Portsmouth
WHEB-WPFM	Portsmouth
WWNH	Portsmouth

Newspapers

Concord Monitor - daily except Sunday
Manchester Union Leader - daily, Sunday Edition
Nashua Telegraph - daily except Sunday
Goffstown News (W)
Derry News (W)
Derry Star (W)
Farmington News (W)
Milford Cabinet (W)

TENTATIVE COMMUNITY INFORMATION
SCHEDULE AND STRATEGIES

(ATTACHMENT J)

CALENDAR	ACTIVITY	EXPECTED RESULTS
Aug. - Sept.	- Bulk mail brochure #1 - WHAT IS AN EDUCATION VOUCHER? to voucher district residents.	Increased community awareness resulting in generated interest for more information through group meetings.
Sept. -	- Community survey	Measured community awareness and concerns - stimulating interest.
Sept. - Oct.	- Local teachers' meetings - update on project progress	Increased awareness and some indication of commitment resulting in active participation by local educators.
	- Bulk mail brochure #2 - CONCEPTS & CONTROVERSIES OF EDUCATION VOUCHERS to voucher district residents.	Increased community awareness resulting in generated interest in group meetings.
	- Administrator/local board information meetings	Continued awareness of ongoing project activities.
	- Bulk mail brochure #3 - HOW THE NEW HAMPSHIRE EDUCATION VOUCHER SYSTEM WORKS - to voucher district residents	Continued development of community awareness resulting in generated interest for more information through group forum.
Oct. - Nov.	- Community Information sessions at the local level--small and large group as they are identified.	Increased community awareness resulting in generated interest and participation at group meetings.

CALENDAR	ACTIVITY	EXPECTED RESULTS
Oct. - Nov.	- Administrator and local board information meetings.	Continued awareness of ongoing project activities.
Nov. - Dec.	- State and local educator data review sessions	Increased awareness and involvement in the voucher study/planning project resulting in active participation.
Dec.	- Systems review update - local administrators, boards, and teachers.	Continued awareness and involvement resulting in active participation.
Jan.	- Bulk mail brochure #4 -	Continued development of community data base resulting in generated interest in participating at group meetings.
Jan. - Feb.	- Community Information Sessions at the local level - small and large groups as identified.	Continued development of community awareness resulting in generated interest and participation at school district meetings.
March - April	- Possible presentations at local district annual school meetings - upon request--adhering to local district meeting process.	Duly recorded mandate of the community in regard to the implementation of the voucher demonstration.
March - April	- IF MANDATE IS GO....... - Distribution of school descriptive catalogs - Public information meeting's for parents - with neighborhood meeting's scheduled if necessary as well as meeting's with parent counselors or school officials - Distribution of vouchers	Parents make choice - Parents spend vouchers!

(ATTACHMENT J)

FOR FURTHER INFORMATION PLEASE CONTACT:
N. H. Education Voucher Study & Planning Project
Office, 17 North Street, Manchester, N. H. 03104
(603) 669-6800

BULK RATE
U. S. POSTAGE
PAID
MANCHESTER, N. H. 03101
PERMIT NO. 25

NH Education Voucher Study &
Planning Project Office
17 North Street
Manchester, N. H. 03104

WHAT IS AN EDUCATION VOUCHER?

(ATTACHMENT K1)

EDUCATION
VOUCHER
PROJECT

Your community may become a site for the demonstration of an educational voucher system. Your community will have an important voice in deciding whether the demonstration will take place. This decision will be made at the annual school district meeting in the spring of 1976.

* * *

WHY VOUCHERS?

Although we know that some children learn best in a traditional environment while others learn best in a more open environment, many schools provide only one learning option.

In the past, parents who were dissatisfied with the type of programs their schools provided had two alternatives — they could move to another neighborhood or they could pay tuition at a private school. Neither of these alternatives are realistic for many parents; therefore, the need to create competing alternatives to present public school programs is obvious.

WHAT IS AN EDUCATIONAL VOUCHER SYSTEM?

An educational choice — a free-market system of education in which parents and students shop for instructional programs of their choice.

Your district is one of five participating in study and planning for a demonstration of the educational voucher concept in the New Hampshire communities of Allenstown, Candia, Deerfield, Hollis, and Hooksett.

* * *

FOUR COMMON FEATURES OF THE VOUCHER

- The school district gives the parents a voucher — a document worth a certain sum of money which can be spent for a year's education.
- Parents choose the school their children will attend.
- Both approved public and *private non-sectarian schools are eligible to enter and compete in the voucher marketplace.
- Schools survive only if they receive enough income to pay their expenses.

*In accordance with the N. H. State Board of Education approved **Revised Feasibility Study, November 14, 1973.**

ADVANTAGES OF A VOUCHER SYSTEM

- Parents will be able to apply to the school which they think will best meet the needs of their child.
- The schools will tend to listen more closely to what parents want and they will tend to be more responsive to those wants. If parents think a school is not meeting the needs of their child, they may send the child somewhere else.
- If parents want a special kind of school which does not presently exist, they may be able to spur the development of the type of school they want.

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NH Education Voucher Study &
Planning Project Office
17 North Street
Manchester, N. H. 03104

CONCEPTS AND CONTROVERSIES OF EDUCATION VOUCHERS

(ATTACHMENT K2)

EDUCATION
VOUCHER
PROJECT

An education voucher, in its simplest form, is a certificate given to a parent to pay for his or her child's education. The certificate, or voucher, is issued by the local board and is used by the parent to choose a school which he or she feels is most appropriate for his or her child. The voucher is given to the school when the child is enrolled. In turn, the school redeems the voucher for cash.

Contrary to popular belief, education vouchers are not a new concept. Adam Smith, an eighteenth century economist, was the first proponent of a free market education system. In his classic volume, THE WEALTH OF NATIONS, Smith suggested that public support of education be limited merely to providing the financing. The government would give parents money for education, and the parents would in turn hire teachers of their choice. How much the teacher was paid depended upon the parent's satisfaction. Smith's idea implied that, if given choices and the money to back them up, parents would be at least as industrious as government officials in seeking the best education for their children.

The interest generated in voucher plans has not been free of controversy.

Generally speaking, the most vocal critics of this approach claim that:

- vouchers would destroy the public school system by establishing a system of voucher supported private schools that would drain off the academically talented to some schools, the economically affluent to other schools, and the segregational and sectarian supporters to still others.
- unethical, profitmaking entrepreneurs will enter the field to collect a share of the money that is available to support innovative or experimental schools.
- public schools, in short, will be the dumping ground for poor children whose parents lacked the information or knowledge to make wise choices, for problem children who would not be accepted at most private schools, and for the whole range of minority group children whose parents are locked into certain areas by social and economic forces.

Proponents answer that, on the the contrary:

- the public school system would be revitalized and strengthened by vouchers. Vouchers would be available for both public and private schools, and only the schools that could not measure up to healthy competition would suffer.
- the good school, be it public or private, would flourish, for parents would seek it out. The school that suffered declining enrollments would be eliminated if it failed to change its curriculum and staff so as to offer parents a viable choice of quality education for their children.
- public schools would become individualistic in style and substance rather than being one more building in a uniform, monopolistic system.
- pupils would attend school on the basis of interest in the curriculum rather than by location of residence.
- private schools would vary according to community needs and interests.
- parents would have a range of alternative State approved schools available rather than the present limited choice open to the affluent or certain sectarian groups.

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NH Education Voucher Study &
Planning Project Office
17 North Street
Manchester, N. H. 03104

HOW THE NEW HAMPSHIRE EDUCATION VOUCHER SYSTEM WORKS

(ATTACHMENT K3)

EVP

EDUCATION
VOUCHER
PROJECT

The New Hampshire Education Voucher System, if approved by your local community at its annual school district meeting, would operate in your district beginning in the Fall of 1976 and would continue until the Summer of 1983. Each year during the demonstration, the school district would hold its annual school district meeting to appropriate money for education; and at that time, review whether they wanted to continue with the demonstration.

VOUCHER VALUE

At the annual district meeting, the voters would establish the value of the voucher they would like to provide for every student. This voucher value will be based upon a recommendation of the Voucher Review Committee (VRC).

The VRC is a community board that has the responsibility for reviewing the costs of available education programs in the surrounding area. Although the district is free to set whatever voucher value it desires at the annual district meeting, this amount would have to be at least equal to what they spent on each student in the base year. The voucher value would also have to be sufficient to provide every student at least two alternatives.

Also established at the annual meeting would be the value of any supplementary vouchers that the community wishes to provide for special needs of students — gifted, learning disabled, or for vocational education.

After the district has set these voucher values, it would be possible to estimate the voucher revenues for the district's public schools — based upon the number of students the local public schools are expected to attract. The voters could decide to allocate more money to their schools than would be raised through voucher receipts, gifts, or categorical aid. Any additional funding would in all probability have to be secured through additional property taxes.

INFORMATION

Annually from January to April 1, the parents of an eligible student will be given information on the programs offered by area schools. At the end of April the parents will be sent the forms on which they are to indicate their choice of school for the following year.

A voucher will be sent to the parents; they, in turn, would present it at the school when the child is registered.

If the parent becomes dissatisfied with the school, he may transfer his child and use the remainder of the voucher at another school.

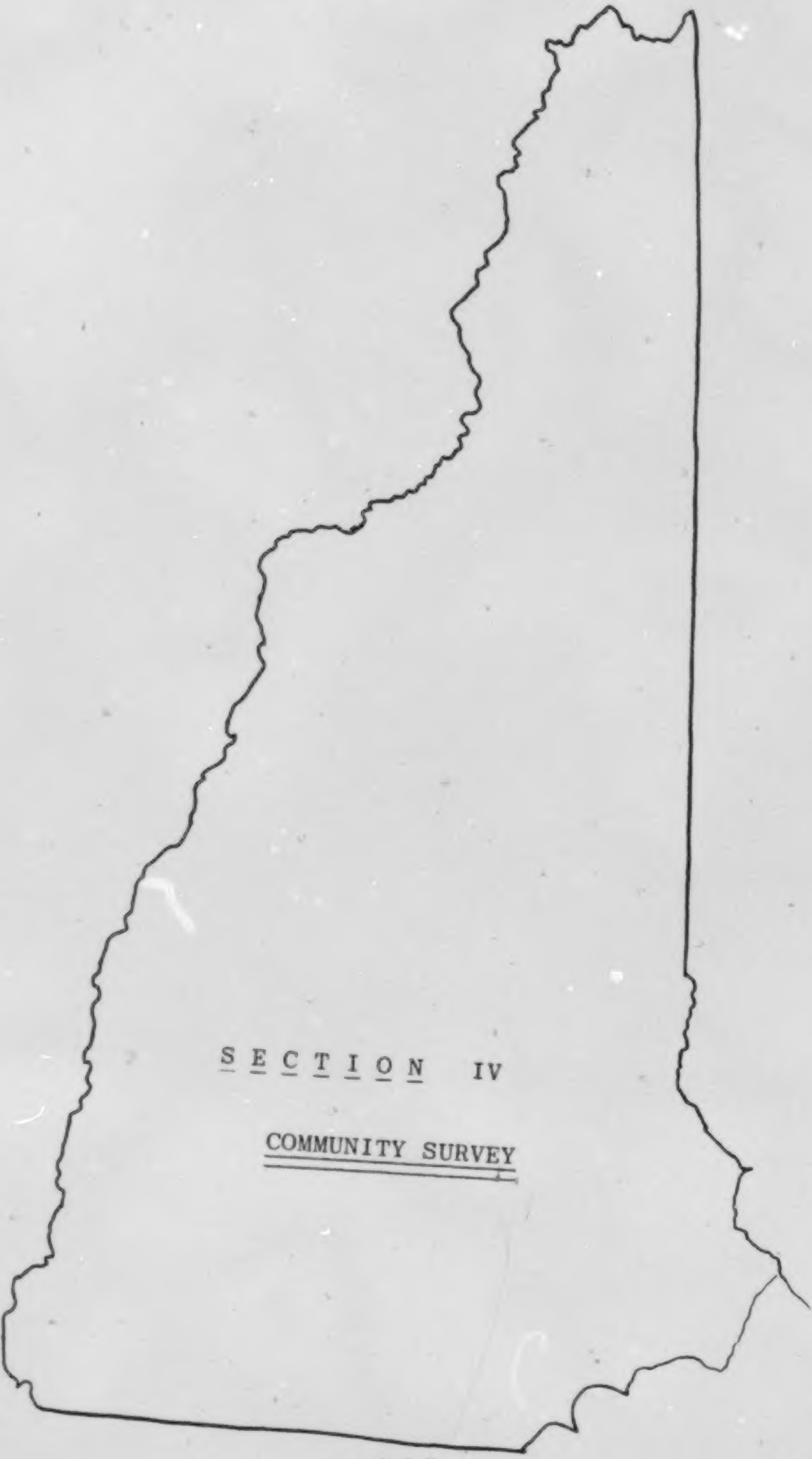
The State Department of Education would continue to ensure that the school information provided to the parent accurately and truthfully reflects the types of programs actually offered.

$$$ CASHING THE VOUCHER $$$

When a school has collected the vouchers from its students, it would redeem them with the Educational Voucher Authority (EVA). The EVA is an office established to administer for the local Board of Education such matters as disbursement of money and collection of information for the voucher demonstration.

The EVA redeems vouchers from the funds appropriated at the annual district meeting. The voucher receipts are expected to be the major source of income for the local public school; consequently, schools must satisfy the parents' educational demands if they expect to continue to supply education through receipt of vouchers.

The voucher demonstration would continue until the summer of 1981. If the district felt that the project was successful it could continue at district expense. If it were decided not to continue the program, vouchers would be phased out by the summer of 1983.



SECTION IV

COMMUNITY SURVEY

COMMUNITY SURVEY

Purpose:

In order to facilitate effective planning in Phase II, the level of understanding of parents and residents in the voucher district communities must be assessed

This assessment should include a measure of the local residents' understanding relative to:

--the voucher concept

--anticipated changes as a result of the voucher demonstration

--parental attitudes regarding satisfaction with the present district schools

--an indication of numbers of parents who would exercise choice

--present parental involvement in the educational process--both direct and indirect

--parental awareness of educational options available

--parental awareness of instructional methods

--parental attitudes toward financial support for education

Procedures:

A preliminary design for the community survey questionnaire has been completed. The instrument is now under critique and revision by the local project staff. Upon completion of this task, the questionnaire will be forwarded to NIE for further refinement and approval. Upon receipt of the approval from NIE, the questionnaire and data collection specifications will be mailed out to potential contractors. Following receipt and review of the quotations, a contract will be drawn. (In accordance with NIE guidelines, if the contract is in excess of $5,000, it will also be returned to NIE for approval). Upon receipt of such approval from NIE, data collection, using the instrument, will take place--the tentative time is late September, 1975.

Results:

The results of instrument design at this time provide the project staff with a working document from which to formulate and finalize a comprehensive community survey. It further serves as an internal verification that community concerns will be addressed--as will be indicated by the responses of the residents in the communities in the data collection process.

Conclusions:

The results of this community feedback will provide a basis upon which realistic administrative and educational mechanisms can be designed. In addition to providing an up-to-date, verified data base, it will also serve as an indicator of parental awareness. The awareness levels of all five communities will serve as a tentative measure of the effectiveness of our community information program. This measure will provide us with an indicator of additional services needed in the respective communities.

In addition, this feedback will provide information regarding the needs for budgeting, transportation, and communications--all of which will be addressed in the Phase II report.

SECTION V

DEFINITION OF CHOICE

DEFINITION OF CHOICE

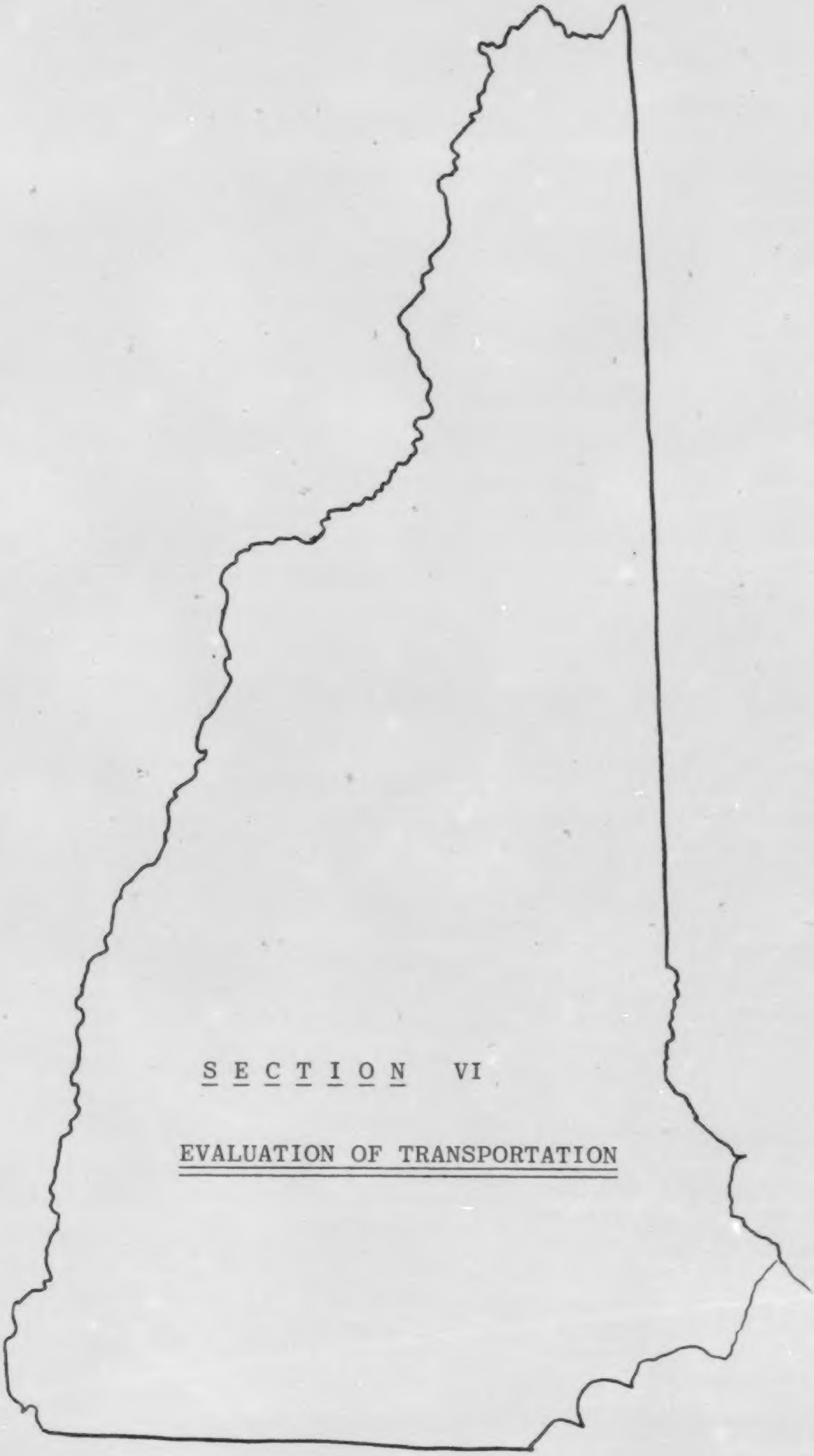
Choice as used in the N.H. Education Voucher Model, Revised Feasibility Study, means the ability of all parents of children in grades 1-12 to decide, on the basis of the parents' priorities and information where to send their children to school. Ideally, such choice is limitless. Parents should be able to choose any school or any educational program, or part or parts thereof, anywhere in the world--subject only to whatever constraints the society legislatively believes is essential to social well being, e.g., non-discrimination and health standards. Such limitless choice is impossible as a practical matter--at least for the present. For one thing, we have not developed administrative mechanisms which would allow us to implement such choice.

Choice in the N.H. Education Voucher Model must be far more circumscribed than the ideal posited above. Choice in the New Hampshire model is limited to schools in the U.S. because of certification and verification problems. Choice is limited to public and private non-sectarian schools because of legal and political considerations. Choice is limited to formally recognized educational institutions because of administrative and legal complexities which could not be resolved in sufficient time to allow for other educational options before the end of the voucher demonstration. These are all given, determined, and determinable limits to parents' choice at present.

There are, however, other limitations on choice, all of which can be subsumed under the general heading--financial. The financial limitation on choice is one of the most important, if not the most important. Unlike the limitations previously listed, which are specific, relatively fixed, and capable of verification; financial limitation of choice is relative, floating, and difficult to identify. Nevertheless, it is an extremely limiting factor, in practice, in further reducing the number of educational choices open to the individual parent. A limited amount of funds available to the parent for education reduces his available choices rapidly. Limited funds means eliminating high cost, high tuition public and private schools--even those located nearby. Ultimately, financial constraints could so limit choice, that, regardless of laws, statutes and pious resolves, there would be no choice. An educational budget which allows the parent to select only the lowest cost (or priced) school next door (public or private) is no choice at all.

Consequently, when the New Hampshire Education Voucher Model specifies "choice" it means that all the parents will be able to choose between at least two U.S. public and private non-sectarian schools.

Choice further provides that all parents have, at least, a minimal educational budget, defined as the voucher, which will enable them to exercise the right to choose. It is anticipated that choice, in most instances, will involve more than two options; that is, that the minimal educational budget, the voucher, will cover the cost of education at more than two eligible schools.



SECTION VI

EVALUATION OF TRANSPORTATION

STUDY OF EXISTING TRANSPORTATION SYSTEM

Purpose

A very relevant area in the whole voucher concept is transportation. By what methods do students get from their homes to their chosen school, and how are these methods financed? The purpose of this section is to become familiar with the existing transportation systems of the concerned districts in order to provide a basis for study and planning of an expanded future system in preparation for implementation. Transportation philosophies and policies in relation to the voucher demonstration are addressed in another section of this report.

Procedure

Every district is required to submit an annual report on transportation to the State Department of Education. Prior to the school year 1973-74, this report was a part of the General Fall Report, commonly known as Form A12B and due in late October. In 1973-74 the form was revised to obtain additional information and the designation changed to Form ATr. In 1974-75 the time of reporting was changed from the October date to June 15, or at the end of the reporting year.

Our study began with collecting and analyzing these reports for each district for the last four years.

The information thereon was summarized into a one-page analysis sheet for each district. (See Attachments L1 - L5).

As this sheet was developed, it was found that additional relevant information from other local reports would be helpful for comparison. This additional information became so extensive that a descriptive sheet was developed describing where and/or how each item on the analysis sheet was determined. This sheet of definitions can be found at the end of this section. (See Attachment M).

One item appearing on this analysis that has not been used in any State level comparisons is the cost per vehicle. To determine this and also the costs of transportation from the financial reports, a computational sheet was developed for each town. Summarized information from these sheets are included in the "Analysis of Transportation Report" as costs per vehicle. The sheets themselves are not included, but they may be reviewed at the study/planning office upon request.

To become familiar with the scheduling and administering of the bus routes, local school personnel were interviewed, where possible, to provide first-hand information on the "nitty-gritty" of daily operation. This information in conjunction with the report information was used to provide the narrative description of each town's existing system.

Results

The "Analysis of Transportation Report" for each district derives several cost per pupil and cost per mile figures for that district. The reason for the variation is the variation in cost of transportation figures that may be used. One reason for the change of the State reporting form was to enable a breakout of "Daily Bus Route" costs from the total cost formerly determined by using the total of the 500 series accounts, plus the 1479.20 account total from the Financial Report.

Another variation is in the number of pupils used to determine the costs. Formerly, the State summary used the amount reported on the General Statistical Report - Item 22 (A+B+C), which is the average number of resident pupils transported daily. When the form was changed, information reported in Part II of Form ATr "Pupils Transported (to and from school)" was used. Even in Part II there is a question as to what figure provides the truest cost per pupil. If the concern is for the cost per pupil transported at public expense, then the amounts used in row 4 of Part II would be used. If the concern is for the number of pupils transported, then row 3 would be used. The difference obviously is in the high school pupils transported on public school vehicles, but paying a fee.

The cost of transportation per pupil should include all pupils transported whether they pay or not. Adjustment for this should be made in the costs. The total amount collected for fees is recorded as a receipt. From the district's point of view, this amount should be subtracted from the expenditures recorded in the 500 series accounts to provide a net cost of transportation for Daily Bus Routes. From a parent's point of view, however, his tax dollar pays for the transportation expenditures recorded in not only the 500 series accounts and the 1479.20 account, but also the individual bus fees he pays for his high school age child to get to school.

The two costs for transportation reported are described under Item 3. It should be noted that fees from patrons are not shown in these amounts, either subtracted or added. The amount of fees reported, however, is shown on the comparative study and computation sheet.

The lack of detailed amounts for the school year just finished is due to the unavailability as yet of the financial reports of those districts.

Conclusion

The analysis of the transportation reports for each town provides information similar to, but expanded upon, that available from the State transportation summary.

In addition, it provides information on vehicle costs and capacities that is not included in the State reports.

No decision or recommendation for which amount is "best" in the multiple choices shown is being made at this time. The "best" value will depend on decisions to be made regarding transportation policies to be developed in Phase II.

DEFINITION OF ITEMS ON
ANALYSIS OF TRANSPORTATION REPORTS

Item 1 - No. of Pupils Transported Daily

a) Taken from Form A12B or Form ATr - Part II - Pupils Transported - Column C or 3 total.

b) Average Number of Resident Pupils Transported Daily - Taken from Statistical Report (A-3) - Item #22 - Total (A+B+C).

Item 2 - Cost Per Year

a) For Daily Bus Routes - taken from Part IV - Form ATr

b) For Daily Bus Routes - From Financial Report 500 Series Expenditures only.

c) For all Transportation - From Financial Reports - 500 Series and 1479.20 - (Transportation to other than Public Schools). Amounts for 1974-1975 are taken from Form ATr - Parts IV and VI.

Item 3 - Cost Per Pupil

a) Item 2a÷Item 1a

b) Item 2b÷Item 1a

c) Item 2c÷Item 1a

d) Item 2a÷Item 1b

e) Item 2b÷Item 1b

f) Item 2c÷Item 1b

Item 4 - Number of Vehicles - total number reported including spares.

a) Number of contracted or leased vehicles.

b) Number of district owned vehicles.

Item 5 - Combined Daily Capacity of Vehicles - Sum of the capacity of each vehicle times the number of daily runs for each vehicle.

Item 6 - Number of Pupils below Capacity - Item 5 minus Item 1.

a) Percent (%) below Capacity - Item 6 ÷ Item 5.

Item 7 - Cost Per Vehicle

a) Vehicles Contracted or Leased - Amounts determined from computation sheets which are on file at study/planning office.

b) District Owned Vehicles - Amounts determined from computation sheets which are on file at study/planning office.

c) Item 2c ÷ Item 4

Item 8 - Total Mileage

a) Daily - From Part I of Transportation Report (either) Form A12B or Form ATr).

b) Annual - Estimated by multiplying total daily mileage by 180 days.

Item 9 - Cost Per Mile

a) Item 2a ÷ Item 8b

b) Item 2b ÷ Item 8b

c) Item 2c ÷ Item 8b

Item 10- State Average: Comparable Districts

a) Cost per Pupil - Taken from State Transportation Summary

b) Cost per Mile - Taken from State Transportation Summary

Item 11- State Average: All Districts

a) Cost per Pupil - Taken from State Transportation Summary

b) Cost per Mile - Taken from State Transportation Summary

Item 12- Transportation from Patrons - From Financial Report - receipt account number 13.00.

NOTE: NA as used on the analysis sheets means NOT AVAILABLE.

ALLENSTOWN:

The Allenstown school district leases three vehicles from Orrin Connell of Merrimack with a total capacity of 444 pupils. Two vehicles, one of 60-pupil capacity and one of 72-pupil capacity, make two runs in the morning and repeat in the afternoon, while the third 60-pupil capacity bus makes three runs per morning and afternoon. Consequently, they carry a total of 365 pupils daily with 79 slots left for expansion.

Each vehicle travels an average of 36.7 miles per day for a total of 19,782 miles per year.

Seven of the 365 pupils reported on the Transportation Report ride more than one route, so that 358 different pupils ride the buses daily. In a total school enrollment of 629 pupils, this means that only 57% of the elementary pupils are transported. Of these 358 pupils, only 290 pupils live more than two miles from the school.

If the pupil information is taken from the General Statistical Report, 392.7 pupils on the average were transported daily, bringing the % of pupils transported to 62%.

In addition, about 190 pupils from Allenstown attend Pembroke Academy. All these people provide their own transportation, or it is provided by Pembroke.

The cost of transportation in Allenstown has increased yearly as shown on the "Analysis" sheet, Item 2. It is also shown here that the "total" cost depends on how it is defined. For example, the annual cost for operating bus routes was reported on the Transportation Report as $19,360.00. The Financial Report for that year showed $16,182.84 expended in the pupil transportation account (500 series). If the transportation costs to other than public schools is added to that, the total is $16,278.84. Keeping in mind the two values of daily pupils transported, Item 1, six values of cost per pupil are obtained. These values range from $48.02 to $69.64.

Using the cost as reported by the Transportation Report, it can be seen that the 1974-75 cost per vehicle is $6,208.

(ATTACHMENT L1)

ANALYSIS OF TRANSPORTATION REPORTS

SCHOOL DISTRICT OF ALLENSTOWN

Item	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily				
	a) From ATr	292	279	337	358
	b) From A-3 Stat. Report	212.0	229.4	278.0	392.7
2	Cost Per Year				
	a) Daily Bus Route - From ATr	N.A.	N.A.	$19,360.00	$18,624.29
	b) Daily Bus Route - From F-3	$ 9,488.09	$11,176.08	16,182.84	N.A.
	c) From F-3 - All Trans.	9,770.69	11,176.08	16,278.84	18,746.96
3	Cost Per Pupil				
	a) Item 2a ÷ Item 1a	N.A.	N.A.	$ 57.45	$ 52.02
	b) Item 2b ÷ Item 1a	$ 32.49	$ 40.06	48.02	N.A.
	c) Item 2c ÷ Item 1a	33.46	40.06	48.31	52.37
	d) Item 2a ÷ Item 1b	N.A.	N.A.	69.64	47.43
	e) Item 2b ÷ Item 1b	44.76	48.72	58.21	N.A.
	f) Item 2c ÷ Item 1b	46.09	48.72	58.56	47.74
4	Number of Vehicles	2	2	3	3
	a) Contracted or Leased	1	2	3	3
	b) District Owned	1	-0-	-0-	-0-
5	Combined Daily Capacity of Vehicles	384	300	384	384
6	No. of Pupils Below Capacity	92	21	47	26
	a) % Below Capacity	24.0	7.0	12.2	6.8
7	Cost Per Vehicle				
	a) Contracted or Leased	$ 3,893.00	$ 5,584.00	$ 4,682.00	N.A.
	b) District Owned	3,637.00	-0-	-0-	-0-
	c) Item 2c ÷ Item 4	4,885.00	5,588.00	5,426.00	6,429.00
8	Total Mileage				
	a) Daily	115	115	136	110
	b) Annual	20,700	20,700	24,480	19,800
9	Cost Per Mile				
	a) Item 2a ÷ Item 8b	N.A.	N.A.	$ .79	$ .94
	b) Item 2b ÷ Item 8b	$ .46	$ .54	.66	N.A.
	c) Item 2c ÷ Item 8b	.47	.54	.67	.95
10	State Average - Comparable District				
	a) Cost ÷ Pupil	$ 71.67	$ 78.74	$ 68.48	N.A.
	b) Cost ÷ Mile	.56	.59	.59	N.A.
11	State Average - All				
	a) Cost ÷ Pupil	$ 67.87	$ 73.39	$ 67.13	N.A.
	b) Cost ÷ Mile	.63	.67	.61	N.A.
12	Transportation From Patrons	-0-	-0-	-0-	N.A.

CANDIA:

The school district of Candia owns and maintains two 66-passenger buses and leases two 66-passenger and one 72-passenger bus with maintenance from Orrin Connell of Merrimack. One of the district owned vehicles is used only as a spare.

Each leased 66-passenger bus makes two runs to and from per day carrying a total of 129 and 122 pupils for a distance of 50 and 36 miles respectively. The 72-passenger bus makes a single run to and from per day with 71 pupils over a 22-mile route. The district owned bus also makes but a single run to and from per day over 26 miles with 64 passengers.

This year, for the first time in at least four years, there are no high school pupils being transported by public school transportation, the 183 secondary pupils having to furnish their own transportation.

Of the 400 children enrolled in the Candia elementary school, 386 or nearly 97% were transported according to the Transportation Report at the expense of the district. 380 of these children lived more than two miles from the school.

Transportation costs per pupil in Candia are indicated on the Analysis of Transportation Report, Item 3. Subheadings of this Item show different costs per pupil for the same year because the total costs will vary as shown in Item 2. The number of pupils also varies as indicated in Item 1.

As an example, in 1973-74, total costs for operating daily bus routes, as reported on the Transportation Report, was $28,000, and since no additional funds were spent for co-curricular trips or transportation for the handicapped, the total cost of all transportation was $28,000. The cost of pupil transportation (daily bus routes) as reported in the Financial Report, however, was only $23,917.97. These are the costs which are indicated as Items 2a, 2b, and 2c.

Similarly, the number of pupils transported daily varies depending upon the report used. Again using 1973-74 as an example, the Transportation Report (Form ATr) indicates 479 pupils being transported daily and that figure is the peak load including high school pupils if transported whether or not fees are paid. The General Statistical Report (Form A-3) also has a section reporting average number of resident pupils being transported daily at public expense. The report uses the registers as a source of information and for 1973-74 shows a total of 373.5 pupils.

Consequently, to report a cost per pupil with these various amounts requires six combinations and often results in six different values for annual cost per pupil. In Candia's particular example, there are only four different values ($49.93, $58.46, $64.04, $74.97) because there were only two different cost amounts.

(ATTACHMENT L2)

ANALYSIS OF TRANSPORTATION REPORTS

		SCHOOL DISTRICT OF CANDIA			
Item	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily				
	a) From ATr	479	468	479	386
	b) From A-3 Stat. Report	212	380	373.5	370.1
2	Cost Per Year				
	a) Daily Bus Route - From ATr	N.A.	N.A.	$28,000.00	$28,977.51
	b) Daily Bus Route - From F-3	$20,537.08	$21,774.09	23,917.97	N.A.
	c) From F-3 - All Trans.	23,790.08	28,208.34	28,000.00	36,495.51
3	Cost Per Pupil				
	a) Item 2a ÷ Item 1a	N.A.	N.A.	$ 58.46	$ 75.07
	b) Item 2b ÷ Item 1a	$ 42.87	$ 46.53	49.93	N.A.
	c) Item 2c ÷ Item 1a	49.67	60.27	58.46	94.55
	d) Item 2a ÷ Item 1b	N.A.	N.A.	74.97	78.30
	e) Item 2b ÷ Item 1b	96.87	57.30	64.04	N.A.
	f) Item 2c ÷ Item 1b	112.22	74.22	74.97	98.61
4	Number of Vehicles	4	4	5	5
	a) Contracted or Leased	2	2	2	3
	b) District Owned	2	2	3	2
5	Combined Daily Capacity of Vehicles	528	528	537	468
6	No. of Pupils Below Capacity	49	60	58	82
	a) % Below Capacity	9.3	11.4	10.8	17.5
7	Cost Per Vehicle				
	a) Contracted or Leased	$ 6,430.00	$ 7,449.00	$ 7,363.00	$ 7,836.00
	b) District Owned	3,093.00	3,438.00	3,064.00	2,736.00
	c) Item 2c ÷ Item 4	5,948.00	7,052.00	5,600.00	7,299.00
8	Total Mileage				
	a) Daily	280	262	338	134
	b) Annual	50,400	47,160	60,840	24,120
9	Cost Per Mile				
	a) Item 2a ÷ Item 8b	N.A.	N.A.	$ .46	$ 1.20
	b) Item 2b ÷ Item 8b	$ .41	$ .46	.39	N.A.
	c) Item 2c ÷ Item 8b	.47	.60	.46	1.51
10	State Average - Comparable District				
	a) Cost ÷ Pupil	$ 71.67	$ 78.74	$ 68.48	N.A.
	b) Cost ÷ Mile	.56	.59	.59	N.A.
11	State Average - All				
	a) Cost ÷ Pupil	$ 67.87	$ 73.39	$ 67.13	N.A.
	b) Cost ÷ Mile	.63	.67	.61	N.A.
12	Transportation From Patrons	$ 4,526.69	$5,393.57	$5,807.55	N.A.

DEERFIELD:

The school district of Deerfield has entered into a lease agreement with Orrin Connell Bus Service of Merrimack for three vehicles with maintenance. These vehicles have a total capacity of 336 pupils. The district hires bus drivers and pays for the gasoline used. Two vehicles are used exclusively for the elementary (1-8) pupils and each makes two runs in the a.m. and repeats in the p.m. to travel a total of 52 and 56 miles per day respectively. The third vehicle picks up a combination of elementary and high school pupils, drops off the elementary pupils at George B. White School and continues to Manchester with the 20-24 high school pupils attending there. Total mileage on this route is 112 miles daily.

High school pupils attending Coe-Brown Academy in Northwood and Raymond High School are transported by buses provided by those districts. Pupils attending Pembroke Academy and Oyster River H. S. provide their own transportation. All high school pupils pay a fee for this transportation; for instance, pupils going to Raymond High pay $2.50 per week.

The Transportation Report for 1974-75 indicates that 371 pupils are transported daily to and from school, of which 106 are high school pupils for whom the district does not pay. It is known from other sources that some pupils are transported on a Deerfield operated bus to Manchester as described above. That number does not appear on the report. Therefore, the number of pupils transported daily varies considerably depending upon the information source.

Costs for transportation will also vary as indicated by the Analysis sheet. Taking 1973-74 as an example, the costs reported on form ATr were expected to be $20,900 (Item 2a). The financial report for that year showed the pupil transportation expenses (500 series) to be $19,477.59 (Item 2b). If costs for transportation of handicapped students (Account 1479.20) were added to this, the total cost of all transportation was $21,683.76 (Item 2c). Fees from high school students riding Deerfield buses were not indicated either on the Transportation Report or the Financial Report.

The consequences of the variations in number of pupils and costs as described is six possible costs per pupil--amounts reported in Item 3a through f--ranging from $55.02 to $83.50.

(ATTACHMENT L3)

ANALYSIS OF TRANSPORTATION REPORTS

SCHOOL DISTRICT OF DEERFIELD

Item	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily				
	a) From ATr	235	238	354 *	371*
	b) From A-3 Stat. Report	230.5	239.7	259.7	261.0
2	Cost Per Year				
	a) Daily Bus Route - From ATr	N.A.	N.A.	$20,900.00	$20,187.50
	b) Daily Bus Route - From F-3	$18,061.46	$18,835.32	19,477.59	N.A.
	c) From F-3 - All Trans.	18,774.46	20,026.32	21,683.76	23,824.19
3	Cost Per Pupil				
	a) Item 2a ÷ Item 1a	N.A.	N.A.	$ 59.04	$ 54.41
	b) Item 2b ÷ Item 1a	$ 76.86	$ 79.14	55.02	N.A.
	c) Item 2c ÷ Item 1a	79.89	84.14	61.25	64.22
	d) Item 2a ÷ Item 1b	N.A.	N.A.	80.48	77.35
	e) Item 2b ÷ Item 1b	78.36	78.58	75.00	N.A.
	f) Item 2c ÷ Item 1b	81.45	83.55	83.50	91.28
4	Number of Vehicles	3	3	3	3
	a) Contracted or Leased	3	3	3	3
	b) District Owned	-0-	-0-	-0-	-0-
5	Combined Daily Capacity of Vehicles	318	384	330	336
6	No. of Pupils Below Capacity	83	146	-24*	-35*
	a) % Below Capacity	26.1	38.0		
7	Cost Per Vehicle				
	a) Contracted or Leased	$ 6,020.00	$ 6,278.00	$ 6,493.00	$ 6,729.00
	b) District Owned	-0-	-0-	-0-	-0-
	c) Item 2c ÷ Item 4	6,258.00	6,675.00	7,228.00	7,941.00
8	Total Mileage				
	a) Daily	133	312	322	220
	b) Annual	23,940	56,160	57,960	39,600
9	Cost Per Mile				
	a) Item 2a ÷ Item 8b	N.A.	N.A.	$ .36	$ .51
	b) Item 2b ÷ Item 8b	$ .75	$ .34	.34	N.A.
	c) Item 2c ÷ Item 8b	.78	.36	.37	.60
10	State Average - Comparable District				
	a) Cost ÷ Pupil	$ 71.67	$ 78.74	$ 81.94	N.A.
	b) Cost ÷ Mile	.56	.59	.58	N.A.
11	State Average - All				
	a) Cost ÷ Pupil	$ 67.87	$ 73.39	$ 67.13	N.A.
	b) Cost ÷ Mile	.63	.67	.61	N.A.
12	Transportation From Patrons	-0-	-0-	-0-	N.A.

*101 H.S. pupils reported as being transported-but Coe-Brown & Raymond send their own buses to pick up Deerfield pupils.

DESCRIPTION OF PRESENT TRANSPORTATION SYSTEM

HOLLIS:

The transportation system of Hollis is operated primarily by Mr. Maurice Marvell, who contracts this service for a fixed contract price each year with the stipulation that if the gasoline price/gal. rises above $0.50/gal. the district will cover the additional cost.

Mr. Marvell owns, operates and maintains a fleet of eight vehicles. Seven vehicles make two runs in the morning and two in the afternoon to comprise seven complete routes. The eighth vehicle makes one run each time and remains at the school for back-up the rest of the day.

Bus routes are laid out and revised by Mr. Marvell with the cooperation of Mr. Bruce Morrison, Mr. Gordon Bean and Mr. R. McGettigan. Maps showing the routes and pick up spots are maintained in each principal's office.

In 1974-75, according to the Transportation Report, 874 elementary and secondary pupils were transported daily. The General Statistical Report showed that 849.2 of these pupils on the average rode the buses daily. Since the elementary and middle school enrollment totaled 722 in the fall, and of the 402 secondary pupils only 282 reside in Hollis, about 87% of resident Hollis pupils now are transported by the district.

The analysis sheet shows the above figures in Item I, and it also indicates the cost of this transportation in Item 2, which is seen to have three possible amounts. If the 1973-74 school year is taken as an example, the first cost of $50,050 is that cost reported in the fall of 1974 on the Transportation Report (Form ATr). Actual expenses of transportation as reported in the 500 series of the Financial Report were $51,731.98. If other transportation costs such as transportation of the handicapped are included, then the total cost of transportation becomes $53,967.00 as shown in Item 2C. Therefore, when costs per pupil and costs per mile are computed, there are six possible values for pupils as shown in Items 3a through f, and three possible costs per mile as indicated in Item 9.

(ATTACHMENT L4)

ANALYSIS OF TRANSPORTATION REPORTS

SCHOOL DISTRICT OF HOLLIS

Item	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily				
	a) From ATr	640	766	849	874
	b) From A-3 Stat. Report	712.2	777.4	805.3	849.2
2	Cost Per Year				
	a) Daily Bus Route - From ATr	N.A.	N.A.	$50,050.00	$55,850.00
	b) Daily Bus Route - From F-3	$36,098.45	$44,051.74	51,731.98	N.A.
	c) From F-3 - All Trans.	36,098.45	44,051.74	53,967.00	60,680.00
3	Cost Per Pupil				
	a) Item 2a ÷ Item 1a	N.A.	N.A.	$ 58.95	$ 63.90
	b) Item 2b ÷ Item 1a	$ 56.40	$ 57.51	60.93	N.A.
	c) Item 2c ÷ Item 1a	56.40	57.51	63.57	69.43
	d) Item 2a ÷ Item 1b	N.A.	N.A.	62.15	65.77
	e) Item 2b ÷ Item 1b	50.69	56.67	64.24	N.A.
	f) Item 2c ÷ Item 1b	50.69	56.67	67.01	71.46
4	Number of Vehicles	7	7	8	8
	a) Contracted or Leased	7	7	8	8
	b) District Owned	-0-	-0-	-0-	-0-
5	Combined Daily Capacity of Vehicles	732	936	1,128	1,128
6	No. of Pupils Below Capacity	94	170	279	254
	a) % Below Capacity	12.8	18.2	24.7	22.5
7	Cost Per Vehicle				
	a) Contracted or Leased	$ 5,157.00	$ 6,293.00	$ 6,466.00	$ 6,981.00
	b) District Owned	-0-	-0-	-0-	-0-
	c) Item 2c ÷ Item 4	5,157.00	6,293.00	6,746.00	7,585.00
8	Total Mileage				
	a) Daily	233	302	369	363
	b) Annual	41,940	54,360	66,420	65,340
9	Cost Per Mile				
	a) Item 2a ÷ Item 8b	N.A.	N.A.	$ .75	$ .86
	b) Item 2b ÷ Item 8b	$ .86	$ .81	.78	N.A.
	c) Item 2c ÷ Item 8b	.86	.81	.81	.93
10	State Average - Comparable District				
	a) Cost ÷ Pupil	$ 63.90	$ 69.58	$ 68.73	N.A.
	b) Cost ÷ Mile	.68	.71	.59	N.A.
11	State Average - All				
	a) Cost ÷ Pupil	$ 67.87	$ 73.39	$ 67.13	N.A.
	b) Cost ÷ Mile	.63	.67	.61	N.A.
12	Transportation From Patrons	-0-	-0-	-0-	N.A.

HOOKSETT:

The transportation system of Hooksett is the responsibility of Mr. William Bullock, who is also maintenance supervisor. This system consists of eight 72-passenger vehicles with one 72-passenger spare.

The scheduling and routing of buses in the Hooksett district is particularly complicated because of the geographical layout of the district--it lies on both sides of the Merrimack River, and the major bridge across the river is condemned so that school buses cannot cross. It is, therefore, necessary to maintain buses on both sides of the river and restrict their routes to one or the other side. Students, incidentally, walk across the bridge from one bus to another.

Six of the eight vehicles make multiple runs to and from loading and unloading points each day and the remaining two make only a single run. The total distance traveled by all buses daily is 317.0 miles, transporting the 1,222 children in grades 1 through 8 as reported in the Transportation Report (Form ATr). Since the combined fall enrollment of the two elementary and one middle schools was only 1,011 pupils, it is apparent that the Transportation Report amount includes duplicated pupils. Nevertheless, most of the Hooksett pupils are presently being transported by the district.

Of the nine vehicles used, eight are leased from Orrin Connell of Merrimack and one is district owned.

An example of the varying indicators of transportation costs such as costs per pupil and costs per mile as described in the results of this section can be shown by looking at Hooksett's analysis sheet. In 1973-1974 the number of pupils transported daily was either 1,062 as reported on the Transportation Report or 882.5 as reported on the General Statistical Report. Total costs for the year range from $71,546.00 on the Transportation Report to $53,610.63 from the 500 series of the Financial Report, to $59,016.69 if you include transportation costs to other than public schools (transportation for the handicapped).

As a result, one sees six different but valid costs per pupil ranging from $50.48 to $81.07--a spread of at least $30 per pupil.

A similar variation results in cost per mile which varies from $1.06 to $0.79.

In addition to the above costs for daily transportation, expenses for co-curricular trips amounted to $1,063.17 and $5,017.31 was expended for transportation of the handicapped.

(ATTACHMENT L5)

ANALYSIS OF TRANSPORTATION REPORTS

SCHOOL DISTRICT OF HOOKSETT

Item	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily				
	a) From ATr	964	1,071	1,062	1,222
	b) From A-3 Stat. Report	847.9	859.1	882.5	855.4*
2	Cost Per Year				
	a) Daily Bus Route - From ATr	N.A.	N.A.	$71,546.00	$57,923.46
	b) Daily Bus Route - From F-3	$42,009.81	$53,301.33	53,610.63	N.A.
	c) From F-3 - All Trans.	45,110.38	56,462.85	59,016.69	62,940.77
3	Cost Per Pupil				
	a) Item 2a ÷ Item 1a	N.A.	N.A.	$ 67.37	$ 47.40
	b) Item 2b ÷ Item 1a	$ 43.58	$ 49.77	50.48	N.A.
	c) Item 2c ÷ Item 1a	46.80	52.72	55.57	51.51
	d) Item 2a ÷ Item 1b	N.A.	N.A.	81.07	67.72
	e) Item 2b ÷ Item 1b	49.55	62.04	60.75	N.A.
	f) Item 2c ÷ Item 1b	53.20	65.72	66.87	73.58
4	Number of Vehicles	7	8	8	9
	a) Contracted or Leased	4	6	6	8
	b) District Owned	3	2	2	1
5	Combined Daily Capacity of Vehicles	1,026	1,296	1,296	1,440
6	No. of Pupils Below Capacity	62	225	234	218
	a) % Below Capacity	6	17	18	15
7	Cost Per Vehicle				
	a) Contracted or Leased	$ 6,823.00	$ 6,687.00	$ 6,970.00	$ 6,790.00
	b) District Owned	4,907.00	6,590.00	5,896.00	3,603.00
	c) Item 2c ÷ Item 4	6,444.00	7,058.00	7,377.00	6,993.00
8	Total Mileage				
	a) Daily	372**	386	405	317
	b) Annual	66,960	67,346	67,751	68,068
9	Cost Per Mile				
	a) Item 2a ÷ Item 8b	NA	NA	$ 1.06	$ .85
	b) Item 2b ÷ Item 8b	$ .63	$ .79	.79	N.A.
	c) Item 2c ÷ Item 8b	.67	.84	.87	.92
10	State Average - Comparable District				
	a) Cost ÷ Pupil	$ 53.20	$ 65.72	$ 76.11	N.A.
	b) Cost ÷ Mile	1.35	.81	.98	N.A.
11	State Average - All				
	a) Cost ÷ Pupil	$ 67.87	$ 73.39	$ 67.13	N.A.
	b) Cost ÷ Mile	.63	.67	.61	N.A.
12	Transportation From Patrons	$ 4,496.03	$ 6,382.05	$ 4,497.95	N.A.

*Subject to Revision

**Mileage reported on A12B was doubled to be comparable.

SECTION VII

RESEARCH OUTLINE

RESEARCH ISSUES AND PROCEDURES FOR THE NEW HAMPSHIRE EDUCATIONAL VOUCHER DEMONSTRATION

I. Introduction and Scope

The purpose of this paper is to provide initial form for the development of a comprehensive evaluation design for the New Hampshire Educational Voucher Project as it progresses through the planning stages toward implementation.

A number of previously developed position papers have provided conceptual level approaches to the evaluation of a voucher demonstration. Other papers address specific research issues and the roles of individuals or agencies in evaluation activities. It is apparent that no single comprehensive design has been articulated to pull together these concepts, people and issues. This paper attempts that synthesis.

The New Hampshire Educational Voucher Project is designed so that parents will be eligible to receive a voucher to enable their children to attend:

a. One of the public schools in their home district, if such schools are provided.

b. A public school outside of their home district subject to space limitations and the willingness of such a school to accept them. In those instances where tuition is greater than the voucher price, parents may pay any tuition costs above the value of the voucher or may secure other additional financial support.

c. A non-sectarian private school of their choice, if the students meet the admissions criteria. In those instances where tuition is greater than the voucher price, parents may pay any tuition costs above the value of the voucher or may secure other additional financial support.

The voucher program provides parents with a genuine choice between educational programs. This freedom of choice may lead to more diverse and responsive educational opportunities (SDE, 1973).

AS THE PROJECT MOVES THROUGH ITS FIVE YEAR DEMONSTRATION EFFORT, IT SEEKS TO TEST THE VALIDITY OF THE FOLLOWING ASSUMPTIONS: (SDE, 1973, pp. 4&5)

1. Increased Freedom of Choice: Parents will have increased freedom in choosing their child's education.
2. Direct Parental Participation: Parents will participate more directly in school affairs. Therefore, parents will exercise vouchers to transfer students between schools and will be more active in parent groups in all schools.
3. Improved Accountability: Schools will provide more factual information to parents concerning the effectiveness of their educational programs. Parents will then use this information in the selection of their child's program.
4. Increased Educational Responsiveness and Diversity: Increased educational diversity will result. The number of new schools and the number of times that programs change will increase in response to the consumers' stated needs.
5. Improved Educational Achievement: The level of achievement will improve or remain stable under a voucher plan. Standardized and comprehensive testing programs will indicate increased or stable results in students' conventional academic achievements.
6. More Equal Opportunities: Low and moderate income parents will have more educational opportunities for their children. This increase will be

indicated by a substantially greater number of low and moderate income parents selecting other than their previous single option. Also, the percentage of families selecting other than the previous educational option will not be related to family income.

7. Cost Effectiveness: The cost per unit of education of a comparable quality will fall. The cost per student will be less under a voucher plan than under the present system, with no decrease in educational effectiveness.

8. Refocusing of Political Activities: There will be reduced political emphasis on the educational content. The political system will be more concerned with how to fund education (process) and will tend to leave the providing of education (content) to those with educational expertise.

FURTHER THE PROJECT SEEKS TO TEST THE VALIDITY OF THE NEGATIVE ASSUMPTIONS (SDE, 1973, pp. 5 & 6) WHICH ARE:

9. Decline of Public Schools: The public schools will not be able to compete effectively with private schools. There will be a noticeable decline in public school enrollments.

10. Educational and Social Stratification: Public schools will be left with only the difficult-to-educate students. The public schools will become a dumping ground for students with low achievement, social adjustment problems, or behavior problems. Moreover, the possibility of ethnic, or socioeconomic segregation is increased.

11. Transitional Problems: The consequences of success or failure of the project cannot be anticipated. Non-acceptance of the voucher concept following federal withdrawal from the project could present major adjustment problems in returning to traditional educational financing. Acceptance may lead to an increase in local property tax burdens.

12. Requirements for Non-Public Schools: That New Hampshire's non-public

schools will not accept the evaluation-auditing requirements and hence will not participate.

The research and evaluation effort for the New Hampshire model must relate directly to the twelve assumptions which the project is designed to test.

The evaluation design will address a host of issues which can be traced back to the original twelve assumptions. These issues will be of interest to three levels of public concern:

- * National
- * State
- * Local (Local School Districts)

Further, the issues included in the evaluation design will assess the impact of the voucher demonstration in the following areas:

- * Educational Impact
- * Economic Impact
- * Social Impact
- * Political Impact

The initial evaluation design then, will key all research and evaluation issues to:

1) The assumption to be tested
2) The level of public concern
3) The area of impact

II. Procedures for Evaluation Activities

While various activities of the research and the evaluative issue attached in section III of this paper may only be of primary interest to the national, the State, or the local audience, it is the position of the local voucher administration that it should assume vigorous leadership in the design, supervision, and execution of evaluation activities, regardless of the level of audience interest.

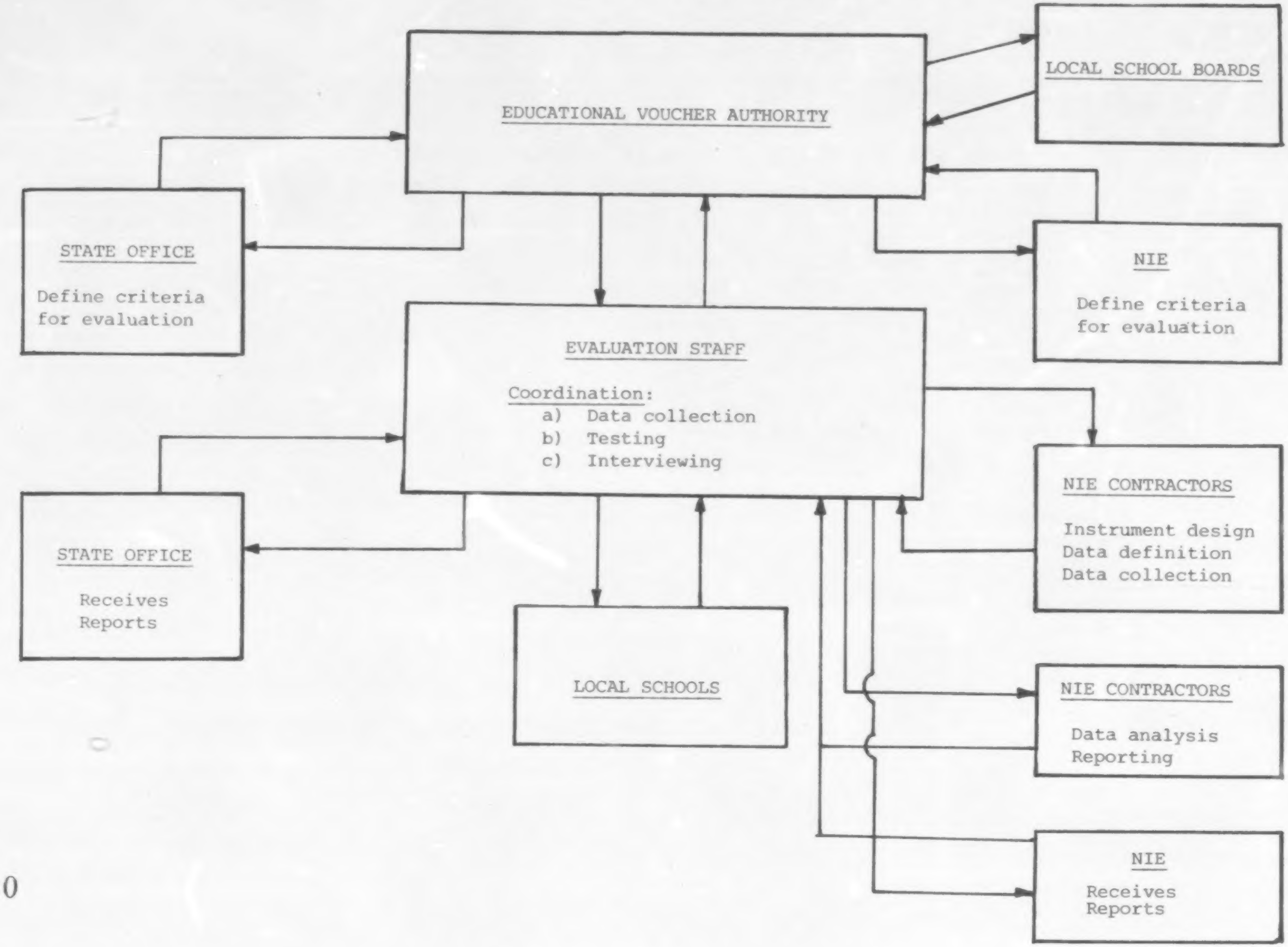
It is clear from the Alum Rock experience (Weiler, 1974) that the insertion of various third party individuals and groups resulted in garbled evaluation procedures and results. Moreover, Cunningham (1975) cites "unobtrusiveness" as one of the key attributes of on-site evaluation activities. Local control of the evaluation activities is a central theme of this paper.

Certainly the design of evaluation criteria and assessment strategies will require the active involvement of NIE, (NIE contractors such as C. M. Leinwand Associates), N.H. State Department of Education professionals, and local personnel. However, in addition to coordinating and defining the data elements, the development of questionnaires, testing, or interview procedures, the local project staff will have responsibility for implementation, scheduling of data collection and supervision of on-site evaluation personnel. Data analysis, interpretation and reporting can and might well be accomplished by non-project staff.

A basic flow for the evaluation process as it relates to the input and output needs of various groups and agencies might appear as follows:
(See attachment N).

EVALUATION

INFORMATION/MANAGEMENT FLOW


EDUCATIONAL VOUCHER AUTHORITY
LOCAL SCHOOL BOARDS
STATE OFFICE
Define criteria for evaluation
NIE
Define criteria for evaluation
EVALUATION STAFF
Coordination:
a) Data collection
b) Testing
c) Interviewing
STATE OFFICE
Receives Reports
NIE CONTRACTORS
Instrument design
Data definition
Data collection
LOCAL SCHOOLS
NIE CONTRACTORS
Data analysis
Reporting
NIE
Receives Reports

(ATTACHMENT N)

The following policies would be in effect to assure local involvement, confidentiality, and respondents' rights to privacy, and overall conduct of the total evaluation program.

1. On-site observation and documentation of voucher related activities by evaluators will be coordinated by the local voucher administration.*
2. Data collected by the evaluation staff will be made available to other evaluators whenever such information is requested.
3. Data released to researchers will either be in aggregate form or stripped of personal identifiers so that confidentiality is maintained.
4. Evaluation staff will not disrupt the educational routine of test schools.
5. Any school receiving students with vouchers will be required to fulfill the data collection requirements.
6. Only data which is needed for evaluating the agreed to issues will be collected at the local level.
7. Duplication of data collection activities will be avoided.
8. All data collection activities will flow through the local voucher administration for coordination. (See attachment N).
9. Local voucher administration, NIE personnel, State staff, and identified consultants or agencies will design questionnaire instruments. The developed instruments will be reviewed by local personnel.
10. Final revised instruments must be given clearance by the local voucher administration, the State, NIE, and OMB.

*The local voucher administration has accepted with strong reservation the role of the site historian (Cunningham, 1975). However, this particular function of observation is the only data collection and reporting process that will not be coordinated at the local level. The acceptance of this function is not to be construed as a precedent by which additional uncoordinated data collecting and reporting can be initiated without local involvement and approval. (See policy #8 and attachment N).

11. Local project evaluation staff or approved subcontractor will be responsible for questionnaire distribution and administration.
12. Standardized test instrumentation for student achievement will follow the same policies for questionnaire design, approval, and administration.

III. Research Objectives/Issues

When the three major audiences' need for evaluation and impact data are studied, an extensive evaluation effort will be required. In an effort to arrange these research issues or objectives, a preliminary evaluation design matrix has been developed. The purpose of this matrix is to list each research objective and to cross reference each objective as to audience, area of impact, and assumption to be tested. Further, an initial approach to the evaluating criteria and assessment process for each objective will be suggested. (See Attachment O).

IV. Evaluation Design Issues

The implementation of the evaluation design will be the most difficult aspect of the voucher demonstration. Evaluation is always viewed as a threat by the various groups who are seeking to demonstrate program impact or prove various hypotheses. Whenever evaluation data are collected to ascertain a given process or product, there are usually individuals or agencies which seek to disprove the conclusions by introducing alternative data sources or by criticizing the evaluation design, data elements or data analysis techniques used. Given this fact of life, it is imperative that the final evaluation design control for the criticisms which are certain to arise in the future. There are a number of techniques or strategies which should be included in the final evaluation design to address these issues.

1) The evaluation design (such as the matrix developed on the preceding pages) should receive widespread distribution and input to be sure that all the major research/evaluation objectives are addressed. One might ask the question, "can you think of any question or concern which the

voucher test might raise that cannot be addressed with the data which this design will provide?"

2) It is essential that the evaluation design be established prior to implementation of the voucher test. It is equally important that the design be implemented to the letter. While planned modifications in the test will undoubtedly occur, the evaluation of these issues should be added to the original design rather than an entire new design be developed.

3) We should think of the design as measuring two major areas of impact:

   *MAIN EFFECTS

   *SIDE EFFECTS

4) Each school participating in the voucher demonstration should link into the evaluation component at two levels.

   First, there would be COMMON DATA which would be collected by all schools concerning its students, teachers, parents, budget, and operations. These data would be compiled from all schools and take their appropriate place in the project evaluation design.

   Second, there would be UNIQUE DATA which would be collected by each school as it pertains to the unique educational program for that school. These data would relate directly to the school's objectives and be used to determine the effectiveness of its program and as information for parents.

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MATRIX OF RESEARCH OBJECTIVES

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE			EVALUATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS
			NIE	STATE	LOCAL			
1) Parents will have variety of educational options to select from.	1,4	Social	x	x	x	*Public option. *Private option. *Out of district options.	*Document all options available. *Document all options used.	Use in control district also.
2) Students will shift from original home school to other options.	1,4	Educational	x	x	x	*Baseline enrollments documented.	*Note shifts into and from baseline status as a function of choice. Family moving is not a shift.	
3) Student shift to and from options will be a function of socioeconomic status.	1,2,6, 10	Social	x	x	x	*Shift as function of income.	*Monitor shifts as noted in #2 as a function of income.	
4) Parents will participate more fully in the educational process of their children.	2	Social	x	x	x	*Parent/child involvement. *Parents reviewing options and making choices. *Parents attendance at public meetings. *Parents in the schools.	*Develop parent questionnaire to monitor these events and others of attitude.	Use in control district also.
5) The voucher model/ system will be known and understood by parents.	2	Social	x	x	x	*Parents awareness and understanding of vouchers. *What method of information was most helpful.	*Part of parent survey questionnaire. *Document dissemination of information about model through all media.	

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE			EVALUATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS
			NIE	STATE	LOCAL			
6) Parents will weigh various factors in the educational choice process.	2	Educational	x	x	x	*List possible reasons for choice: -Educational program. -Teaching staff. -Bussing. -Geography. -Friends opinion -Others	*Document reason(s) for parent choice of program.	
7) The voucher system will encourage educational diversity.	4,9, 12	Educational	x	x	x	*More options are available as test progresses. *Existing options wax and wane as test progresses.	*Document institutional shift in all options building from original documentation in #1	Use in control district also.
8) The voucher schools will effectively inform parents of their programs.	3,4	Educational	x	x	x	*All schools will have program publicity. *Widespread use of media will occur. *Negative advertising may occur.	*Document process of each schools information dissemination effort. *Ascertain truth in advertising.	
9) Students in voucher system will achieve in reading and mathematics.	3,5	Educational	x	x	x	*Above or average achievement in reading and math.	*Test sample of students annually in reading and math. *Analyze as a function of school and SES shift.	Use in control district also.

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE			EVALUATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS
			NIE	STATE	LOCAL			
10) Parent attitude toward education/ schools will improve.	2	Social	x	x	x	*Positive parent attitude toward education. *Positive parent attitude toward the school.	*Include semantic differential attitude assessment in parent instrument.	Use in control district also.
11) Cost per unit of education will decline.	7	Economic	x	x	x	*Per-pupil costs for each alternative. *Relate costs to student achievement/parent attitude.	*Develop standard cost accounting system for all schools.	
12) Student attitude toward education will improve.	5	Educational		x	x	*Attendance rates. *Vandalism in schools. *Attitude toward education.	*Document attendance rates over a period of time for students. *Document vandalism. *Student attitude survey.	Use in control district also.
13) Teachers will become more professional in their educational careers.	4	Educational		x	x	*Attitude toward their work and vouchers. *Use of new and innovative techniques and media.	*Teacher survey to assess attitude toward vouchers, pro and con. Also include items on new classroom techniques.	

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE			EVALUATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS
			NIE	STATE	LOCAL			
14) Teachers will become more involved in the administrative and political aspects of education.	8	Political		x	x	*Teachers knowledge about budget matters. *Teacher attendance at policy (EVA or Board) meetings. *Teachers having administrative duties.	*Include items in teacher survey.	
15) Teachers will become more directly involved with parents.	1,3	Educational	x	x	x	*Teacher visits with parents. *More achievement data (micro) kept by teachers.	*Include items in teacher survey	Use in control district.
16) Teachers will re-distribute themselves to seek out programs where they can add strength.	3,4	Educational	x	x	x	*Teacher shifts. *New teachers added.	*Document shifts in professional staff, and the reasons. *Document the process for hiring new staff. *Document reasons (salary, program, geography).	
17) Vouchers will lead to a complete, yet simple cost analysis of education.	7	Economic	x	x	x	*Complete cost accounting	*Cost accounting and analysis system established to cover all voucher and non-voucher costs.	

(ATTACHMENT O)

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE			EVALUATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS
			NIE	STATE	LOCAL			
18) Parents will be more satisfied with their children's education.	3	Educational	x	x	x	*Satisfaction will improve by all parents.	*Assess parent satisfaction as a function of -knowledge about vouchers. -SES. -school participation. -program. -child achievement. -shift in schools.	
19) Vouchers result in de-facto segregation of schools by students and professionals.	10	Social	x	x	x	*Stratification as a function of -Income. -Ethnic Background. -Ability. -Salary.	*Document each school's students and professionals and the shifts over the period of the demonstration.	
20) Decentralized authority for school management will occur as a result of vouchers.	8	Political	x	x	x	*Management of school programs at the unit level.	*Document the impact and control over school programs at the local level and its shift over time.	
21) Each voucher school will develop its own objective based evaluation system.	3	Educational		x	x	*Each school has management and student outcome objectives. *Each school has evaluation system to ascertain progress.	*Document each school's evaluation system - critique its quality.	

SECTION VIII

UNDESIRABLE EFFECTS

POSSIBLE UNDESIRABLE EFFECTS

Undesirable effect as it is being used in the voucher demonstration will refer to only those issues or effects that are matters of paramount social concern. The rationale for designating an area as one of possible concern, must be of utmost social concern regarding the consequences of a particular aspect of the voucher demonstration. Such occurrences would be the exception rather than the rule, capable of clear definition and verification prior to the actual inception of the demonstration.

With this in mind, three possible undesirable effects in the New Hampshire Model have been identified: 1) forced segregation, 2) discrimination against any individual on the basis of race, religion or social background, (The demonstration does not prohibit voluntary segregation on these bases, if individuals are capable of making a choice and so choose such alternatives.[1]) and 3) any increased involuntary concentration of low ability and low achieving students in any particular school. Voluntary increases in concentrations of such students is, of course, allowable since certain schools will presumably solicit students on the basis of the students' abilities, interests, and achievement levels.

Effects that are other than those of a paramount social nature, yet which may affect operational concerns of either parents, teachers, or school administrators will be dealt with on an individual case-by-case basis. Perspective on the viewpoint from which the effect arises may be of utmost importance when considering any given effect. Frequency of occurrence must also be considered. An abundance of new rules and regulations must not be developed merely because of a positional or individual fear. Student population shifts, reallocation of resources,[2] and innovation are parts of the assumptions to be tested. The actual demonstration will evaluate and document whether students change schools, parents become more involved, educational resources are reallocated, or if new educational administrative systems evolve.

As a final note, possible undesirable effects have been identified. Systems will be designed to deal with these effects, prior to the individual school districts' votes in 1976. Yet the possibility of identifying further areas of concern, as the demonstration develops, are not precluded.

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[1] Care must be exercised in judging a situation of this nature, particularly since voluntary segregation by one group cannot be allowed to result in the imposition of forced segregation on another group. Voluntary segregation is only permissible where there is no evidence of concomittant forced segregation.

[2] Procedures are being designed to provide administrative and instructional support for the shifting of educative resources. These procedures will be spelled out in Phase II of the study/planning activity.